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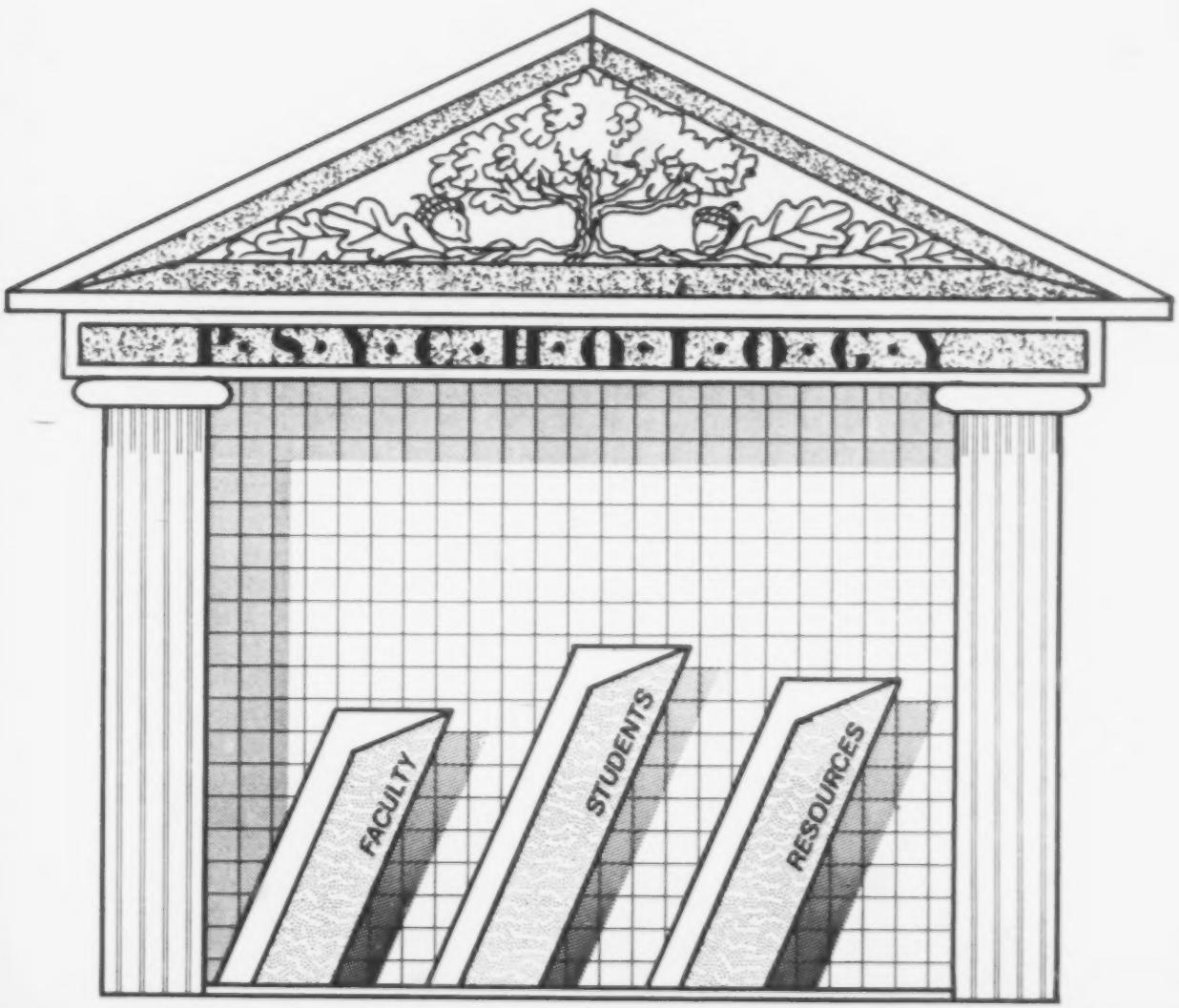
1991-92 Characteristics

of Graduate Departments of Psychology



CHARACTERISTICS OF GRADUATE DEPARTMENTS OF PSYCHOLOGY: 1991-1992

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HIGHLIGHTS

- Twenty-eight percent of full-time faculty in U.S. graduate departments were women in 1991-92. Representation of women was somewhat higher in departments in private institutions versus departments in public institutions.

- As was true last year, approximately 6% of full-time faculty in U.S. graduate departments of psychology were ethnic minorities in 1991-92. African-Americans comprised the largest subgroup.

- Over one third of faculty in U.S. graduate departments of psychology claimed a health service provider subfield and the overwhelming majority of faculty held a doctorate.

- Seventy percent of all full-time faculty in U.S. graduate departments were tenured, and 84% of full-time faculty in Canadian departments were tenured.

- Just under half of all full-time faculty in U.S. graduate departments of psychology were full professors, 27% were associate professors, almost one-fourth were assistant professors and less than two percent were lecturers/instructors. In Canadian graduate departments of psychology, 43% of full-time faculty were full professors, 42% were associate professors, 14% were assistant professors and 1% were lecturers/instructors.

- New appointments represented less than ten percent of full-time faculty in both the U.S. and Canada. Almost three fourths of new appointments in U.S. graduate departments of psychology were tenure track. Fourteen percent were not on the tenure track. Over three fourths of new appointments to U.S. graduate departments of psychology were made at the rank of assistant professor with ten percent at the level of associate professor. Just under two thirds of new appointments were made in the traditional academic/research subfields. Women comprised 49% of new appointments and minorities claimed 15%.

- Almost two thirds of the new appointments in Canadian graduate departments of psychology were to tenure-track positions. Seventeen percent were not on the tenure track. The majority were made at the assistant professor level (65%). Down from last year, only 17% were made to health service provider subfields. Forty-three percent of new full-time appointments in Canadian graduate departments of psychology were made to women and none of the new appointments was a member of a minority group.

- Women were far less likely than men to be full professors (27% vs. 57%), were only slightly more apt to be associate professors (30% vs. 25%) but were more than twice as likely to be assistant professors. Women represented 21% of tenured faculty and 47% of faculty on the tenure track. Forty-nine percent of men in Canadian graduate departments were full professors compared to 22% of women. Sixty-seven percent of women were tenured compared to 89% of men.

- Representation of ethnic minorities among graduate faculty shows little change from year to year and consequently, little improvement. Representation was at 7% in 1991-92 in U.S. graduate departments of psychology and 3% in Canadian graduate departments of psychology. Minority group members represented 3% of full professors, 7% of associate professors, 13% of assistant professors and 11% of lecturers/instructors.

- Full-time doctoral students were far more likely than part-time doctoral students, full-time master's students or part-time master's students to receive financial support (59% vs. 6%, 27% and 4% respectively).

- In 1991-92, 61% of full-time doctoral students were enrolled in health service provider subfields. Sixty-two percent of full-time master's students were receiving training in the practice subfields.

TABLE OF CONTENTS

Background	1
Survey Procedures	1
Response Rates	1
Notes and Caveats	1
Structure of the Report	3
Faculty Characteristics	3
Demographics	3
Employment	6
New Appointments	6
Sex and Race/Ethnicity of Full-time Faculty	8
Tenure Status/Professorial Rank of Full-time Faculty by Sex	15
Tenure Status/Professorial Rank of Full-time Faculty by Race/Ethnicity	15
Graduate Student Support	19
Patterns of Support for Graduate Training in Psychology	19
Graduate Student Stipends	22
Graduate Student Applications, Enrollments and Attrition	25
Applications, Acceptances and Enrollments in U.S. Graduate Departments of Psychology	25
Overview of Enrollment Trends Since 1974-75	25
Current Enrollments in U.S. Graduate Departments of Psychology	30
Current Enrollments in Canadian Graduate Departments of Psychology	30
Attrition and Reasons for Attrition	30
References	42
Appendix A - Copy of the Survey	
Appendix B - Response Rates	

LIST OF TABLES

Table 1:	Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1991-92	4
Table 2:	Employment Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1991-92	7
Table 3:	Sex and Race/Ethnicity of Full-time Faculty in U.S. Graduate Departments of Psychology: 1991-92	9
Table 4:	Sex and Race/Ethnicity of Full-time Faculty in Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1991-92	10
Table 5:	Sex and Race/Ethnicity of Full-time Faculty in Non Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1991-92	11
Table 6:	Sex and Race/Ethnicity of Faculty in U.S. Graduate Departments of Psychology by Academic Year: 1981-82 through 1991-92	12
Table 7:	Tenure Status and Rank of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology by Sex: 1991-92	16
Table 8:	Tenure Status and Rank of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology by Race/Ethnicity: 1991-92	17
Table 9:	Percentage of Full-time and Part-time Students Supported in U.S. and Canadian Graduate Departments of Psychology: 1991-92	20
Table 10:	Departmental Practices for Supporting Full-time Students in U.S. and Canadian Graduate Departments of Psychology: 1991-92	21
Table 11:	Departmental Practices for Supporting Full-time Students in U.S. Graduate Departments of Psychology by Type of Department: 1991-92	23
Table 12:	Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1991-92	24
Table 13:	Number of Students Who Applied to, Were Accepted By, and Enrolled in U.S. Doctoral and Master's Programs in the Fall of 1991, by Program Area	26
Table 14:	Acceptance and Enrollment Rates in the Fall of 1991 in U.S. Graduate Departments of Psychology by Degree Level and Program Area	28
Table 15:	Comparison of First Year Full-time Doctoral Enrollments in U.S. Graduate Departments of Psychology by Subfield: 1974-75 through 1991-92	29
Table 16:	Major Subfield Area of Doctoral Students Enrolled Full Time in All U.S. Departments by Year in Program: 1991-92	31
Table 17:	Major Subfield Area of Doctoral Students Enrolled Full Time in U.S. Public Departments by Year in Program: 1991-92	32

Table 18:	Major Subfield Area of Doctoral Students Enrolled Full Time in U.S. Private Departments by Year in Program: 1991-92	33
Table 19:	Major Subfield Area of Master's Students Enrolled Full Time in All U.S. Departments by Year in Program: 1991-92	34
Table 20:	Major Subfield Area of Master's Students Enrolled Full Time in U.S. Public Departments by Year in Program: 1991-92	35
Table 21:	Major Subfield Area of Master's Students Enrolled Full Time in U.S. Private Departments by Year in Program: 1991-92	36
Table 22:	Major Subfield Area of Doctoral Students Enrolled Full Time in Canadian Departments by Year in Program: 1991-92	37
Table 23:	Major Subfield Area of Master's Students Enrolled Full Time in Canadian Departments by Year in Program: 1991-92	38
Table 24:	Attrition Rates of Students Enrolled Full Time in U.S. and Canadian Doctoral and Master's Programs: 1991-92	40
Table 25:	Reasons for Attrition at the Doctoral and Master's Levels in U.S. Graduate Departments of Psychology:1991-92	41

LIST OF FIGURES

Figure 1:	Percentage of Full-time Faculty in U.S. Graduate Departments of Psychology Who Were Women by Tenure Status: 1980-81 and 1990-91	13
Figure 2:	Percentage of Full-time Faculty in U.S. Graduate Departments of Psychology Who Were Women by Rank: 1980-81 and 1990-91	14

BACKGROUND

For more than a decade, the American Psychological Association, in collaboration with the Council of Graduate Departments of Psychology (COGDOP) has surveyed the graduate departments of psychology in the United States and Canada. More recently, this collaboration has included the member schools and programs of the National Council of Schools and Programs of Professional Psychology (NCSPP).

The surveys have provided up-to-date information that has been useful in providing a picture of graduate education in psychology and in detecting changes over time (i.e., changes in applications, admissions, enrollments, faculty and student demographics and faculty salaries). These data also have allowed a more detailed look at the various components of the graduate education and training system in psychology; this is not always possible using data from other national surveys which also include other disciplines (National Science Foundation, 1992).

Finally, data are used in formulating policies that affect students, faculty and programs. Data have been used in this sense to set equitable levels of student support, to argue for higher faculty salaries and to argue for the inclusion of psychology among the fields eligible to apply for Patricia Roberts Harris Fellowships (aimed at increasing minority representation in a variety of fields). The present report includes the results of analyses performed on the 1991-92 Departmental Survey.

Survey Procedures

In April, 1992, copies of the departmental survey were mailed to all U.S. and Canadian departments of psychology listed in the 1990 edition of Graduate Study in Psychology (APA, 1990), plus full and associate members of the National Council of Schools and Programs of Professional Psychology. In addition, the survey was sent to those departments in associated fields that had been dropped from the Graduate Study publication but who had indicated an interest in continuing to participate in the survey. Two followup mailings occurred in May and July.

Response Rates

Of the 626 departments surveyed, 458 responded, yielding an overall response rate of 73%. More detailed information on the response rates for various subgroups of departments are available in table B-1 in Appendix B. Almost three quarters of the U.S. departments responded, compared to 71% of the Canadian departments. Seventy-seven percent of the doctoral departments in the U.S. responded, while almost 68% of the U.S. master's departments responded. The response rates are somewhat higher for doctoral than for master's departments and for departments of psychology in comparison with educational psychology departments, counseling, human development or professional schools.

Notes and Caveats

As always, we must repeat certain cautions that should be kept in mind when reading this report. These are: (1) the population surveyed (i.e., graduate departments of psychology) and its composition; (2) the use of specific terms to describe various characteristics of subgroups; (3) the representativeness of the results; (4) the practice of reporting respondent data rather than population estimates.

The population of interest. The settings in which graduate education in psychology occurs range widely from the traditional to the nontraditional. The population of interest in this survey traditionally has included all academic units listed in Graduate Study in Psychology and Associated Fields as offering a graduate degree in psychology or in a closely related field (e.g., research and evaluation or human development). This has meant that a diverse group of administrative units was represented among the survey recipients, including departments of psychology in universities, divisions or programs within traditional departmental structures and free-standing schools of professional psychology.

In psychology, there may be multiple units operating graduate programs at the same academic institution. In other words one institution may have a school of professional psychology, a department of psychology and a department of educational psychology in the school of education. Each of these units would be included in the list of survey recipients.

Academic units with graduate programs in psychology may have different names, ones that are not precisely synonymous with program areas. For example, a program in counseling may be found in a department of psychology, a department of educational psychology or a department of counseling psychology. Most departments award degrees in several areas of psychology. The remaining either have programs in only a few subfields or have programs in areas closely related to psychology (child development, social ecology, psychological anthropology or health behavioral research).

Given this population, some care must be taken in comparing the results of this survey with other national surveys that report data on psychology faculty and students (e.g., National Science Foundation, Department of Education). Differences in classification very well may lead to varying results.

Terms used in the report. For ease of reading, the term "graduate department of psychology" is often used to refer to the different types of administrative structures and programs previously described. Similarly, the term "chair" encompasses department chairs, deans, department heads and so on. When comparisons are made among different types of departments (e.g. psychology vs. educational) the assignment of a department to a particular category is based on its formal name.

Selected analyses in this report present comparisons for two major subfield groupings in psychology. The first comprises clinical, counseling and school psychology, as well as other subfields that train students for licensure to provide health/mental health services. We designate these as "practice" or "health service provider" subfields. Incorporated in the second major area are those subfields whose primary orientation has focussed on teaching, research, and other non-practice related activities (e.g., developmental, educational, experimental, industrial-organizational and social psychology). These have been designated as "non-practice" or "non-health service provider" subfields.

We recognize that these labels are not fully descriptive and that there is often considerable overlap across these two clusters. For example, many programs in the health service provider areas also train their students for teaching and research careers, and for some, this may be the primary emphasis. Nevertheless, in looking at the characteristics of faculty and students and determining shifts over time, this categorization scheme is useful, primarily because these two areas often are affected by different factors (e.g., federal predoctoral training support policies, pressures exerted by outside groups such as state licensing boards, and the marketability of graduates).

Representativeness of the results. Always consult the appropriate response rate when reading the results. As was mentioned earlier, almost three quarters of the departments surveyed responded. Unlike last year, response rates did vary somewhat by level and type of department. In general, response rates were higher for doctoral than for master's departments, and at the doctoral level, rates were higher in public institutions. Doctoral respondents and nonrespondents both are most likely to be found in public institutions (66% and 57%, respectively). The same is true with master's-level departments (68% and 69%, respectively).

It appears that the results are representative of those units responsible for the bulk of graduate training in psychology in the United States. Almost two thirds of the departments in the survey "population" are psychology departments - these are still the chief source for U.S. doctoral recipients in psychology and graduate faculty. Eighty-eight percent of these responded at the doctoral level but only sixty-nine percent responded at the master's level. This lower response indicates that nonresponse bias may be more of a problem at the master's level.

The 433 departments responding to the survey and providing enrollment data reported 23,048 full-time doctoral students, 2,254 part-time doctoral students, 12,698 full-time master's students and 8,634 part-time master's students...a total of 46,634 graduate students. Although this number is an undercount of the actual total number of full- and part-time graduate students in departments of psychology given estimated national figures of at least 50,000

in 1991 (NSF, 1992), it does represent at least 93% of the national total. In the past, given the higher response rate from doctoral departments, the numbers have appeared to be representative of those who are full-time doctoral students but are less appropriate for those who are part time or at the master's level. Regardless, proportionately, part-time students are more numerous at the master's level than at the doctoral level (comprising 40% of master's students in 1991-92).

Four hundred and six departments provided information on the characteristics of their faculty. The U.S. departments reported 6,963 full-time faculty and 874 part-time faculty. Canadian departments (N=15) reported 460 full-time faculty and 26 part-time faculty. Based on past experience, these numbers appear to be best representative of full-time faculty in U.S. doctoral departments of psychology. Because the focus of the faculty salary section of the departmental survey is on full-time faculty and because underreporting of part-time faculty tends to be severe, analyses and the tables in this text are limited to full-time faculty.

Reporting respondent data. No attempt has been made to extrapolate the results to nonrespondents. The numbers presented in this publication are based solely on departments that responded to the survey and are not estimates of the population. In general, the tables report the percentage of departments providing information on a specific question. Other tables may present the numbers for faculty or students aggregated across responding departments. In neither case should the numbers be considered to be estimates of the population; however the percentages for various characteristics can be viewed as reasonably precise, particularly for doctoral departments.

Structure of the report

Tables in this report present analyses contrasting U.S. and Canadian departments and within U.S. departments, focus on comparisons of departments by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Information on Canadian departments by degree level is rarely discussed because 19 of the 24 responding departments (79%) are doctoral. Comparisons among the different types of departments typically are not made due to the small number of respondents in some categories, and because other factors (highest degree offered and type of institution) often exert greater influence on student and faculty characteristics.

FACULTY CHARACTERISTICS

Graduate departments of psychology primarily are staffed by full-time faculty. In 1991-92, around 84% of U.S. and 93% or Canadian faculty in doctoral departments were full time. At the doctoral level, part-time faculty were more numerous among psychology departments, given that psychology departments employ the majority of graduate faculty in the United States (393 or 8%). Proportionately, however, their representation was greatest in professional schools, in which they comprised 44% of all graduate faculty. Eighty-one percent of faculty in U.S. master's departments were full time. Again, because they employ the most faculty at the master's level, psychology departments reported the highest number of part-time faculty. Too few Canadian master's departments responded to the 1991-92 Faculty Salary Section of the survey to report results.

Demographic Characteristics of Full-time Faculty

Faculty in U.S. graduate departments of psychology. Table 1 indicates that, in 1991-92, 28% of full-time faculty in U.S. graduate departments were women. The proportion is somewhat higher in departments in private institutions at both the master's and the doctoral levels. The representation of women among psychology's graduate faculty is higher than that found in the other science and engineering fields. Approximately six percent of full-time faculty were ethnic minorities. As has been true in the past the largest subgroup is African-American, while the smallest is Native American, at less than one percent.

Just over one fifth of faculty in U.S. graduate departments of psychology were in clinical psychology and over a third claimed the health service provider subfields. This is in line with the concentration of enrollments in

Table 1

Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1991-92

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=183) %	Private (N=92) %	All (N=275) %	Public (N=98) %	Private (N=33) %	All (N=131) %	(N=406) %	(N=15) %
Total faculty	3,995	1,353	5,348	1,376	239	1,615	6,963	460
Sex:								
Men	74	68	72	69	66	69	72	77
Women	26	32	28	31	34	31	28	23
Race/ethnicity:								
White	94	92	94	92	96	93	93	82
Black	3	4	3	3	3	3	3	0
Hispanic	1	1	1	2	1	2	1	0
Asian	2	2	2	2	0	2	2	3
Native American	0	0	0	0	0	0	0	0
Not specified	0	0	0	0	0	0	0	15
Subfield:								
Health service provider fields								
Clinical	20	33	23	20	21	20	22	16
Community	1	1	1	1	0	1	1	1
Counseling	9	4	7	7	10	8	7	1
School	4	2	4	6	2	5	4	0
Other practice fields	1	1	1	1	2	1	1	2
Subtotal: Service provider	34	40	36	35	36	35	36	20
Research and other areas								
Cognitive	8	8	8	4	4	4	7	9
Comparative	1	0	1	1	1	1	1	2
Developmental	10	11	10	9	10	9	10	14
Educational	4	1	4	5	0	4	4	3
Engineering	1	0	0	0	0	0	0	0
Experimental	10	7	9	13	17	14	10	6
General	1	1	1	3	1	2	1	0
Health	0	1	0	0	0	0	0	0
Industrial/Organizational	4	3	4	6	5	6	4	1
Neuroscience	3	2	3	1	1	1	2	2
Personality	2	2	2	2	3	2	2	2
Physiological	3	4	3	4	5	4	3	5
Psycholinguistics	0	1	0	0	0	0	0	0
Psychometrics	1	1	1	1	0	1	1	1

(continued)

Table 1 (continued)

Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1991-92

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=183) %	Private (N=92) %	All (N=275) %	Public (N=98) %	Private (N=33) %	All (N=131) %	(N=406) %	(N=15) %
Total faculty	3,995	1,353	5,348	1,376	239	1,615	6,963	460
Subfield (continued):								
Psychopharmacology	0	0	0	0	0	0	0	2
Quantitative	2	1	2	2	1	2	2	2
Research Methodology	2	1	1	1	1	1	1	3
Social	10	10	10	10	13	10	10	18
Systems and history	0	0	0	0	0	0	0	0
Other biological fields	3	3	3	1	1	1	3	7
Other research fields	1	1	1	1	0	1	1	2
Not in psychology	1	1	1	1	0	1	1	1
Subtotal: Research & other	65	59	64	65	64	65	64	80
Not specified	0	1	0	0	0	0	0	0
Highest degree:								
Not specified	0	0	0	0	0	0	0	0
Doctorate	99	98	99	95	97	96	98	96
Master's	1	1	1	4	3	4	2	4
Year doctorate received:								
35 years or more	4	6	4	1	2	1	4	1
30-34 years	7	7	7	3	6	3	6	5
25-29 years	14	10	13	9	12	10	12	16
20-24 years	20	15	18	23	18	22	19	21
17-19 years	9	9	9	14	11	14	10	13
14-16 years	9	11	9	9	8	8	9	9
11-13 years	8	10	9	8	11	8	9	8
8-10 years	8	11	9	7	8	7	8	10
6-7 years	6	6	6	5	6	5	6	5
4-5 years	6	6	6	6	5	6	6	4
2-3 years	5	5	5	6	9	6	6	5
0-1 year	4	4	4	6	5	6	5	3
Not specified	0	1	1	3	0	2	1	0

Source: Faculty characteristics and salaries portion of 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

and numbers of new doctorates in these specific subfields. Clinical faculty were most highly represented in doctoral departments in private institutions. Other subfields with smaller but sizeable proportions of faculty were developmental, experimental and social psychology.

The overwhelming majority of faculty held a doctorate (99% in U.S. doctoral departments, 96% in U.S. master's departments, 96% in Canadian departments). About 14% of faculty at the master's level compared to 24% of faculty in doctoral departments had earned their doctorates prior to 1969 (25 or more years ago), indicating a somewhat younger group of faculty among the master's departments.

Faculty in Canadian departments of psychology. Table 1 also includes data on full-time faculty in Canadian departments of psychology. Almost one fourth were women, while less than 4% were members of a minority group (notably Asian). In contrast to the U.S., the single largest percentage of Canadian faculty claimed social psychology (18%) followed by clinical (16%) and developmental (14%) Ninety-six percent of Canadian faculty had a doctoral degree and 22% had earned the doctorate 25 or more years earlier.

Employment Characteristics of Full-time Faculty

Faculty in U.S. graduate departments of psychology. Table 2 contains data on the rank and tenure status of full-time faculty. The majority of faculty in U.S. graduate departments of psychology were tenured (70%), with the highest proportions in doctoral departments in public institutions.

Changing little from last year, we find that just under half of all full-time faculty in U.S. graduate departments of psychology were full professors in 1991-92 and that just over a fifth of these faculty had held this rank for 12 or more years. Faculty in doctoral departments were somewhat more likely than faculty in master's departments to be full professors. Additionally, faculty in departments in public institutions were somewhat more likely than faculty in private institutions to be full professors. About 27% of full-time faculty in U.S. graduate departments of psychology were associate professors in 1991-92 and the largest proportions had held this rank for six or more years. Almost one fourth of full-time faculty were assistant professors and the largest proportions in this category had held this rank for less than 3 years, indicating that they are relatively new. Lecturers and instructors accounted for less than 2% in U.S. graduate departments of psychology.

Faculty in Canadian departments of psychology. Table 2 includes data on full-time faculty in Canadian graduate departments of psychology. The data indicate that well over three quarters (84%) of Canadian faculty had achieved tenure. As was true last year, Canada has almost equal percentages of faculty at the full professor and associate professor levels (43% and 42%, respectively) and relatively few faculty at the assistant professor level (14%). In contrast to the situation in the United States, it appears that a large proportion of full-time Canadian faculty are at the associate professor level and have been there for 6 or more years.

Characteristics of New Appointments

In general, new appointments represented less than ten percent of full-time faculty in both the U.S. and Canada. Master's departments had only slightly higher proportions of new appointments than did doctoral departments. Women accounted for 49% of all new appointments in U.S. graduate departments of psychology and 43% of new appointments in Canada. Minority group members accounted for 15% of new appointments in U.S. graduate departments of psychology.

New appointments in U.S. graduate departments of psychology. Almost three fourths of new full-time appointments in U.S. graduate departments of psychology were tenure track, 8% were to tenured positions and 14% were not on the tenure track. Doctoral and Master's departments in public institutions were more likely to report appointments to tenure track positions than were departments in private institutions. This may be due to the fact that private institutions reported substantially higher proportions of new appointments in "no tenure system" slots. In other words, these departments did have new appointments but do not use a tenure system, and most likely are

Table 2

Employment Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1991-92

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=183) %	Private (N=92) %	All (N=275) %	Public (N=98) %	Private (N=33) %	All (N=131) %	(N=406) %	(N=15) %
Total faculty	3,995	1,353	5,348	1,376	239	1,615	6,963	460
Rank and years in rank:								
Full professor								
12 or more years in rank	26	19	24	19	14	18	22	18
6 - 11 years	13	10	12	14	14	14	12	10
3 - 5 years	6	6	6	6	5	6	6	8
Less than 3 years	6	9	7	6	6	6	7	7
All years in rank	51	45	49	46	39	45	48	43
Associate professor								
6 or more years in rank	13	10	13	11	18	12	13	23
3 - 5 years	5	7	6	5	6	5	5	12
Less than 3 years	8	10	8	8	8	8	8	7
All years in rank	26	28	27	25	31	26	27	42
Assistant professor								
3 or more years in rank	9	10	9	7	10	8	9	6
Less than 3 years	13	13	13	16	18	17	14	8
All years in rank	22	23	22	24	29	25	23	14
Lecturer/Instructor								
3 or more years in rank	0	0	0	1	0	0	0	0
Less than 3 years	0	1	0	2	0	1	1	1
All years in rank	1	1	1	2	0	2	1	1
Not specified	0	3	1	3	0	3	1	1
Tenure status								
Tenured	73	63	70	69	65	68	70	84
On tenure track	24	24	24	26	26	26	24	13
Non tenure track	3	4	3	4	6	4	3	3
Not specified	1	9	3	1	3	2	2	0
New appointment for 1991-92	5	7	6	7	7	7	6	5

Source: Faculty characteristics and salaries portion of 1991-92 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

professional schools. Finally, master's departments were substantially more apt to report that new appointments were made to positions not on the tenure track than were doctoral departments (22% versus 11%).

Over three fourths of the new appointments were made at the rank of assistant professor. Indeed, almost all (94%) new appointments by master's departments in private institutions were made at the level of assistant professor. Ten percent of new appointments were made at the level of associate professor and 5% at the full professor level. Seven percent of new appointments went to lecturer/instructor positions. Doctoral departments were more likely to appoint to the associate and full professor ranks than were master's-level departments, while master's-level departments were more apt to appoint at the lecturer/instructor rank.

Just under two thirds of new appointments were made in the more traditional research/academic fields. Over two thirds of new appointments were in departments in public institutions and just under three fourths of new appointments were made by doctoral-level departments. Women comprised 49% of new appointments, minorities claimed 15% of new appointments and the vast majority (91%) of new appointments had earned a doctorate.

New appointments in Canadian graduate departments of psychology. Almost two thirds of the new appointments in Canadian graduate departments of psychology involved tenure-track positions, 17% involved tenured positions and 17% were to positions not on a tenure track. The majority of new appointments was made at the assistant professor level (65%), 17% were new associate professors and 9% were made at the full professor level. Declining from last year, only 17% of new appointments were made in the health service provider subfields, while the majority went to the traditional academic/research subfields, notably developmental, industrial/organizational and social psychology. Forty-three percent of new appointments went to women. None of the new appointments was a members of a minority group. Fully 90% had earned the doctorate in the last ten years.

Sex and Race/Ethnicity of Full-time Faculty

Faculty in U.S. graduate departments of psychology. Table 3 presents data on the sex and race/ethnicity of full-time faculty in U.S. departments of psychology. Fully 28% of faculty were women. Three percent were African American, 2% were Asian, 1% was Hispanic and less than 1 percent was Native American. Ethnic minorities were slightly more highly represented among women faculty than among men (approximately 10% vs. 5%). Among Hispanic and Asian faculty, men remain the majority. However, men are only 51% of African American faculty and a little over one third of Native American faculty.

Tables 4 and 5 are elaborations of Table 3 in that they present data on the distribution of full-time faculty by sex and race/ethnicity for those in the health service provider subfields as compared to those without a strong health/mental health services component (e.g., social or experimental). There were no substantive differences between the two general types by sex and race/ethnicity. However, the data indicate slight differences that warrant brief mention. Women were somewhat better represented in the health service provider subfields than in those with more traditional research/academic foci. This is particularly the case for white, African American and Asian women. Minority representation is slightly higher among full-time faculty in the health service provider subfields than in the traditional academic/research subfields (9% vs. 6%). Thirteen percent of women faculty in the health service provider subfields are members of a minority group vs. 8% in the non health service provider subfields. Seven percent of men are members of a minority group in the health service provider subfields versus 5% in the traditional academic/research subfields. In light of the fact that there has been substantial growth and opportunity in the health service provider areas during the time when women were moving into psychology in increasing numbers, it is not surprising to find these differences in distribution by gender and race/ethnicity. The situation only becomes problematic if we find that women and minorities have moved into settings that are somehow judged to be less prestigious.

Overall, we found that almost two thirds of the white faculty and three quarters of the Asian faculty (overwhelming majorities) were in the non health service provider subfields. On the other hand, less than half of the African American faculty and just over half of Hispanic faculty were located in non health service provider areas. Just about half of Native American faculty were found in these more traditional research/academic subfields.

Table 3

Sex and Race/Ethnicity of Full-time Faculty in U.S. Graduate Departments of Psychology: 1991-92

Sex	Race/ethnicity[a] White (N=6,498) %	Black (N=219) %	Hispanic (N=104) %	Asian (N=123) %	Native American (N=14) %	Total (N=6,963) %
Men (N=4,982)						
Row%	95%	2%	1%	2%	<1%	100%
Col%	73%	51%	63%	66%	36%	72%
Women (N=1,981)						
Row%	90%	5%	2%	2%	<1%	100%
Col%	27%	49%	37%	34%	64%	28%
Total (N=6,963)						
Row%	93%	3%	1%	2%	<1%	100%
Col%	100%	100%	100%	100%	100%	100%

Source: Faculty characteristics and salaries portion of 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 406 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Included are 27 faculty whose subfields were not reported. "Total" column includes 5 individuals whose race/ethnicity was not specified. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 4

Sex and Race/Ethnicity of Full-time Faculty in Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1991-92

	Race/ethnicity[a]					
	White (N=2,265) %	Black (N=125) %	Hispanic (N=49) %	Asian (N=31) %	Native American (N=7) %	Total (N=2,478) %
Men (N=1,713)						
Row%	93%	4%	2%	1%	<1%	100%
Col%	70%	50%	65%	58%	43%	69%
Women (N=765)						
Row%	87%	8%	2%	2%	1%	100%
Col%	30%	50%	35%	42%	57%	31%
Total (N=2,478)						
Row%	91%	5%	2%	1%	<1%	100%
Col%	100%	100%	100%	100%	100%	100%

Source: Faculty characteristics and salaries portion of 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 363 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Health service provider subfields include clinical, counseling, and school psychology, along with other subfields such as medical, pastoral, and rehabilitation psychology. "Total" column includes 1 individual whose race/ethnicity was not specified.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 5

Sex and Race/Ethnicity of Full-time Faculty in Non Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1991-92

Sex	Race/ethnicity[a] White (N=4,207) %	Black (N=93) %	Hispanic (N=55) %	Asian (N=92) %	Native American (N=7) %	Total (N=4,458) %
Men (N=3,254)						
Row%	95%	1%	1%	2%	<1%	100%
Col%	74%	52%	62%	68%	29%	73%
Women (N=1,204)						
Row%	92%	4%	2%	2%	<1%	100%
Col%	26%	48%	38%	32%	71%	27%
Total (N=4,458)						
Row%	94%	2%	1%	2%	<1%	100%
Col%	100%	100%	100%	100%	100%	100%

Source: Faculty characteristics and salaries portion of 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 359 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Included are faculty in such subfields as developmental, educational, experimental, industrial/organizational, and social psychology, along with such subfields as biopsychology, neuroscience, and psychometrics. "Total" column includes 4 individuals whose race/ethnicity was not specified.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 6

Sex and Race/ethnicity of Faculty in U.S. Graduate Departments of Psychology by Academic Year: 1981-82 through 1991-92

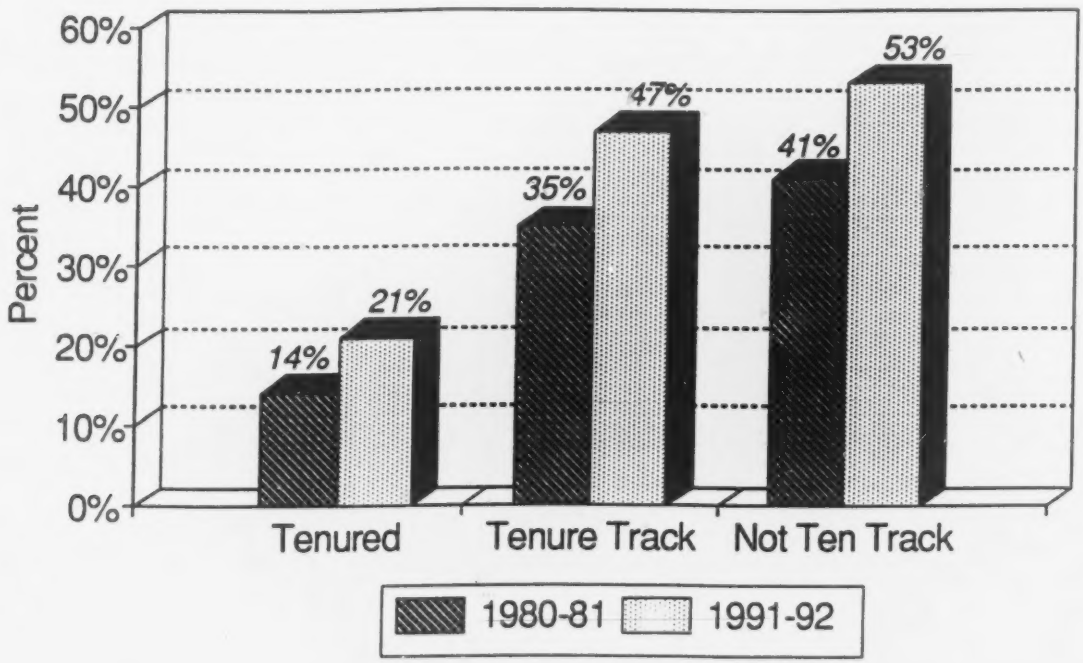
	1981-82 (N=351) %	1982-83 (N=364) %	1983-84 (N=348) %	1984-85 (N=378) %	1985-86 (N=331) %	1986-87 (N=378) %	1987-88 (N=395) %	1988-89 (N=434) %	1989-90 (N=427) %	1990-91 (N=412) %	1991-92 (N=406) %	1992-93 (N=402) %
N faculty	7,228	7,708	7,332	6,248	5,832	6,179	6,629	7,092	7,260	7,081	6,963	6,972
Sex												
Men	78	77	76	77	77	77	75	75	74	73	72	71
Women	21	21	23	22	22	22	24	25	26	27	28	29
Not specified	<1	2	1	1	1	<1	1	<1	<1	<1	0	0
Race/ethnicity												
White	95	93	94	92	93	94	94	94	93	94	93	93
Black	3	3	3	3	2	2	3	3	3	3	3	3
Hispanic	1	1	1	1	1	1	1	1	1	1	1	2
Asian	1	1	1	1	1	1	1	1	2	1	2	2
American Indian	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1	<1
Not specified	1	2	1	2	2	<1	1	<1	1	<1	<1	<1

Source: Surveys of Graduate Departments of Psychology, 1981-82 through 1991-92, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Prior to 1984-85, demographics were not collected separately by faculty employment status. Figures for 1981-82, 1982-83, and 1983-84 include both full- and part-time faculty. Thereafter only full-time faculty are reported. Percentages are column percentages, and may not total to 100% due to rounding.

Figure 1

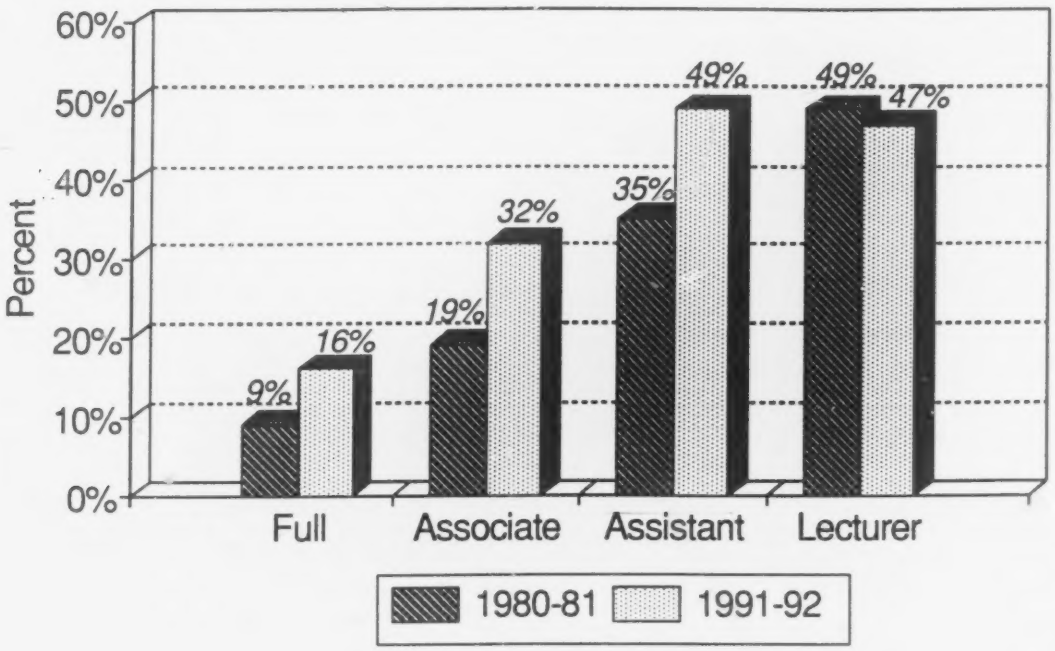
Percentage of Faculty Who Were Women
by Tenure Status: 1980-81 and 1991-92



Source: 1980-81 and 1991-92 Surveys of Graduate Departments of Psychology, APA and Council of Graduate Departments of Psychology

Figure 2

Percentage of Faculty Who Were Women
by Academic Rank: 1980-81 and 1991-92



Source: 1980-81 and 1991-92 Surveys of Graduate Departments of Psychology, APA and Council of Graduate Departments of Psychology

As was true last year, gender distributions varied somewhat by racial/ethnic group. Minority women were somewhat better represented vis-a-vis minority men than were white women in relation to white men.

Tenure Status and Professorial Rank of Full-time Faculty by Sex

U.S. graduate departments of psychology. Just over half of all women faculty in U.S. graduate departments of psychology were tenured in 1991-92. Forty-one percent were on the tenure track, with 6% not on the tenure track. As indicated in Table 7, over three fourths of men faculty were tenured, less than a fifth were on the tenure track, and only two percent were not on a tenure track.

Women were far less likely than men to be full professors (27% vs 57%) and were only slightly more apt to be associate professors (30% vs. 25%). Women faculty were more than two times as likely to be assistant professors. Within the rank of full professor, we found that men were more likely to have held the rank for longer periods of time (29% of men faculty have been full professors for twelve or more years compared to 6% of women faculty). The differences by sex within the rank of associate professor are no longer substantive or significant.

In 1991-92 women represented 16% of faculty at the rank of full professor, 32% of associate professors and 49% of assistant professors. Women comprised 47% of lecturers/instructors. Ten years earlier these percentages were 9%, 19%, 35% and 49%.

Although these percentages indicate that the underrepresentation of women continues with respect to the upper-level ranks, the representation of women in tenured and tenure-track positions has improved in the past decade. The representation of women among tenured faculty has increased slightly from 14% to 21%, while in tenure-track positions, representation has grown from 35% to 47%. In 1992, women earned just under 59% of the new Ph.D.s in psychology (NRC, 1993) and claimed 43% of the new full-time faculty appointments in graduate departments of psychology.

By rank, we found that more than half (53%) of the new appointments at the assistant professor level, 34% of those at the associate professor level and 32% of full professorships were made to women in 1991-92. These proportions are all higher than the proportion of current full-time faculty who are women (28%).

Canadian graduate departments of psychology. Twenty-three percent of the full-time faculty in Canadian graduate departments of psychology were women in 1991-92. As was true in the United States, women in Canadian graduate departments of psychology were less likely to be tenured than were their male counterparts (67% vs. 89%). Incidentally, the rate of tenure for both men and women in Canada is higher than is the case for men and women faculty in the United States. Women on graduate faculties in Canada also were less likely to be full professors than their male colleagues (49% vs. 22%). In 1991-92, 43% of new full-time appointments were made to women. This is higher than the current representation of women on Canadian graduate faculties in psychology (23%) and is larger than their representation among full professors and associate professors (12% and 26%).

Tenure Status and Professorial Rank of Full-time Faculty by Race/Ethnicity

Ethnic minority representation among faculty in graduate departments of psychology shows little change from year to year. In 1991, minority representation was about 7% among full-time faculty in U.S. graduate departments of psychology and about 3% in Canadian departments.

U.S. graduate departments of psychology. Table 8 presents data on the representation of ethnic/racial minorities among U.S. faculty. The data indicate that minority faculty were less likely to be tenured and more likely to be on the tenure track than were white faculty. Members of minority groups were 26% less apt to be full professors than were white faculty but were more than two times as likely to be assistant professors. The proportions of minorities and whites who were associate professors were almost equivalent. These data are positive in that they

Table 7

Tenure Status and Rank of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology by Sex: 1991-92

	U.S. Departments				All U.S.		All Canadian	
	Doctoral (N=275)		Master's (N=131)		Departments (N=406)		Departments (N=13)	
Rank and Tenure	Men %	Women %	Men %	Women %	Men %	Women %	Men %	Women %
Total faculty	3,870	1,478	1,112	503	4,982	1,981	356	104
Rank and years in rank								
Full professor								
12 or more years	31	6	23	7	29	6	22	3
6 - 11 years	14	7	16	9	14	8	11	5
3 - 5 years	6	5	7	3	7	5	9	7
Less than 3 years	6	9	7	5	7	8	6	8
All years in rank	58	28	54	26	57	27	49	22
Associate professor								
6 or more years	13	11	13	9	13	11	24	22
3 - 5 years	5	8	4	7	5	7	10	18
Less than 3 years	7	12	7	11	7	11	6	9
All years in rank	25	31	25	27	25	30	40	49
Assistant professor								
3 or more years	7	15	6	11	6	14	5	8
Less than 3 years	9	23	11	29	9	24	4	18
All years in rank	16	39	17	40	16	39	10	26
Lecturer/Instructor								
3 or more years	0	0	0	1	0	1	0	0
Less than 3 years	0	1	1	2	1	1	1	2
All years in rank	1	1	1	3	1	2	1	2
Not specified	1	1	2	4	1	2	1	1
Tenure status								
Tenured	80	53	77	51	79	52	89	67
Tenure track	18	41	19	41	19	41	8	30
Not on tenure track	2	6	3	7	2	6	3	3
Not specified	0	0	1	1	0	0	0	0
New appointment for 1991-92	4	10	5	13	4	11	4	10

Source: Faculty characteristics and salaries portion of 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not total to 100% due to rounding.

Table 8

Tenure Status and Rank of Full-Time Faculty in U.S. and Canadian Graduate Departments of Psychology by Race/Ethnicity: 1991-92

	U.S. Departments				All U.S.		All Canadian	
	Doctoral (N=275)		Master's (N=131)		Departments (N=406)		Departments (N=13)	
	White %	Minorities %	White %	Minorities %	White %	Minorities %	White %	Minorities %
Total faculty	5,001	342	1,497	118	6,498	460	356	104
Rank and years in rank								
Full professor								
12 or more years	25	6	19	8	24	7	22	3
6 - 11 years	12	4	14	8	13	5	11	5
3 - 5 years	6	3	6	5	6	4	9	7
Less than 3 years	7	7	6	6	7	7	6	8
All years in rank	51	23	46	27	50	24	49	22
Associate professor								
6 or more years	13	10	12	10	13	10	24	22
3 - 5 years	6	6	5	4	5	6	10	18
Less than 3 years	8	14	8	8	8	13	6	9
All years in rank	27	32	26	23	26	29	40	49
Assistant professor								
3 or more years	8	18	7	12	8	16	5	8
Less than 3 years	12	26	15	32	13	27	4	18
All years in rank	21	44	23	44	21	44	10	26
Lecturer/Instructor								
3 or more years	0	0	0	2	0	0	0	0
Less than 3 years	0	1	1	3	1	1	1	2
All years in rank	1	1	2	4	1	2	1	2
Not specified	1	1	3	2	1	1	1	1
Tenure status								
Tenured	74	50	71	41	73	47	89	67
Tenure track	23	48	24	49	23	48	8	30
Not on tenure track	3	2	4	3	3	3	3	3
Not specified	0	0	0	7	0	2	0	0
New appointment for 1991-92	5	15	7	9	6	14	4	10

Source: Faculty characteristics and salaries portion of 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology

Note. Percentages are column percentages and may not total to 100% due to rounding. Not included are 5 faculty members in U.S. departments and 67 faculty members in Canadian departments whose race/ethnicity was not reported.

indicate that although minority group members may not be as well represented at the full professor level, they are represented in assistant and associate professor positions and are tied into the tenure system.

By individual racial/ethnic group, the largest proportions of full-time African American faculty were assistant (46%) or associate (31%) professors. Similarly, 48% of Hispanic professors were at the assistant level while one fourth were associate-level faculty. Corresponding percentages of Asian American faculty were 39% and 29%. American Indian faculty were small in number and were almost evenly split between the assistant and associate levels. The largest proportion of whites was at the full-professor level (50%), while one third or less of the other racial/ethnic groups were full professors.

The data on years in rank by racial ethnic status indicate that the majority of white faculty who are full professors have been at this rank for 6 or more years. This is not the case for the other racial ethnic groups, whose members as faculty are clustered at the rank of assistant professor as well as neararer the level of associate professor.

Tenure status also varied by race/ethnicity. Almost three fourths of whites were tenured compared to 40% of African Americans, 46% of Hispanics, 50% of Asian Americans and 64% of American Indians. Large proportions of the faculty who were not already tenured were on the tenure track, and encouragingly, very small proportions of all racial/ethnic groups were not on the tenure track (4% or less across the board).

It is evident from these data that the departments are recruiting across the racial/ethnic groups. Whereas 6% of white faculty in the United States were new appointments in 1991-92, at least 13% of African American and Hispanic faculty, 15% of Asian American faculty and 21% of American Indian faculty were new appointments in 1991-92. As yet, minority representation has shown little improvement over the past decade. In 1980-81, we found that 2% of full professors, 6% of associate professors, 8% of assistant professors and 13% of lecturers/instructors were ethnic minorities (Stapp et al., 1981). In 1991-92, minorities comprised 3% of full professors, 7% of associate professors, 13% of assistant professors and 11% of lecturers/instructors. Minorities were 7% of full-time faculty.

The numbers of minorities receiving doctorates has improved slightly. Even so, this was less than 10% of all new PhDs (National Research Council, 1993) awarded in 1992. Further, the pool of new faculty is reduced by the fact that not all new doctorates wish to pursue academic careers. In 1992, 68% of new doctorates had plans for or were seeking employment while the remaining 32% either had plans for postdoctoral study or their plans were unknown. Of those with definite employment plans (48%), just under 15% responded that their primary activity was to be teaching. The final pool of all new faculty aspirants was about 226. Perhaps 10% (or just under 23) of this number was a member of a minority group.

In 1991-92, minorities comprised 15% of all new appointments to full-time faculties, an increase from 1990-91 and earlier years. This is closer to 1988-89 levels than those provided in 1990-91. Eighteen percent of new appointments at the full professor level were ethnic minority members. At the associate professor level, minority group members were 20% of new appointees and at the assistant professor level they comprised 14% of all new full-time faculty. The vast majority of the new appointments to minority group members at the associate and full professor levels occurred among doctoral rather than master's departments and overall, minority representation among new full-time appointments was higher in doctoral departments than in master's departments. The percentages of new appointments did exceed the representation of minority group members currently employed as full-time faculty in U.S. graduate departments of psychology and also were larger than the proportion of new PhD recipients in psychology in 1992 who were ethnic minorities (just under 9%).

GRADUATE STUDENT SUPPORT

This year, as each year, the annual departmental survey requested data from department chairs on the availability and levels of support for graduate students. The level of student financial support is viewed as one indicator of the general health of graduate education and provides some information about the value that society places on a field of inquiry in terms of its perception that future researchers and professionals are needed. Financial aid plays a major role in attracting graduate students to a particular area and reduces the time required to progress through a program and the cost to the student in doing so.

As levels of Federal support for graduate students have continued to decline over the past decade or so, students have been forced to turn to other sources of financial support during their education and training. Responses of 1991 doctorate recipients to a question about their **primary** source of support during graduate school are telling. In 1979, Federal funds served as the primary source of support for 23% of students responding to the 1979-90 Doctorate Employment Survey. This past year, only 4% of the graduates receiving their doctorates in 1991 reported Federal funds as a primary source of support. On the other hand, personal resources and student loans were cited by just under half of the new doctorates, while university resources were named by just about 20% of 1991 doctorates as a primary source of support. Furthermore, when asked about **all** sources of support utilized during one's graduate career, seventy-two percent of the recent doctorates indicated that they had relied on university based resources at some point during their graduate education, conversely, only 17% of the new doctorates reported using federal funds at some point.

One major consequence of the shift from reliance on federal sources to a reliance on personal resources and repayable loans is that the student's level of indebtedness will rise. In addition, the student's time to degree will increase. Unfortunately, at the same time that Federal dollars have been getting scarcer and the departments have been facing the resulting increased demand for support, the resources available to universities and departments to support students have also been shrinking, placing even greater strains on departments and students. Data from the 1991 Doctorate Employment Survey indicate that over two thirds of graduates reported some level of debt. Further, over two thirds of those reporting debt indicated that their levels of debt were $10,000 or more. Greater proportions of students in the health service provider subfields (i.e., clinical) reported any debt versus graduates in the traditional research academic subfields. Of the health service provider subfields, clinical graduates reported the highest levels of debt, based on mean and median figures. These differences between the two subfield categories may be somewhat explained by the fact that health service provider graduates are less likely to receive federal fellowships or research/training grants and thus, must rely on a smaller pool of Federal funds.

Patterns of Support for Graduate Training in Psychology

National data on graduate student support suffer from several sources of imprecision. These data depend on self report by the graduates. The graduates may not remember or know the exact sources or types of funding they received throughout their graduate study. National Research Council data also are restricted to PhD recipients and thus excludes graduates of PsyD, EdD and master's programs in psychology. The National Science Foundation's Survey of Graduate Science and Engineering Students and Postdoctorates gathers data on students from the institutions. However, they report only one source of support for a student and do not make clear distinctions between master's and doctoral students. Both surveys lack data on the levels and amounts of support. To partially correct these problems, the Survey of Graduate Departments of Psychology asked department chairs about students receiving support and the levels of support. The questions addressed traditional mechanisms of support; self support was not examined.

U.S. graduate departments of psychology. Data on the proportion of full-time and part-time graduate students in U.S. departments of psychology receiving some or no support are presented in Table 9. Full-time doctoral students were more likely than part-time doctoral students or full- and part-time master's students to receive funding. Fifty-nine percent of full-time doctoral students received some support compared to 6% of part-time doctoral students, 27% of full-time master's students and 4% of part-time master's students.

Table 9

Percentage of Full-time and Part-time Students Supported in U.S. and Canadian Graduate Departments of Psychology: 1991-92

Level of support	All U.S. Departments			Canadian Departments
	Public	Private	All	
Full-time Doctoral Students				
Full-time students with support	66%	47%	59%	75%
Full-time students with no support	34%	53%	41%	25%
Total full-time doctoral students reported by departments:	14,063	8,469	22,532	1,244
Number of departments reporting:	186	92	278	19
Part-time Doctoral Students				
Part-time students with support	4%	9%	6%	4%
Part-time students with no support	96%	91%	94%	96%
Total part-time doctoral students reported by departments:	1,281	945	2,226	122
Number of departments reporting:	57	33	90	7
Full-time Master's Students				
Full-time students with support	29%	22%	27%	57%
Full-time students with no support	71%	78%	73%	43%
Total full-time master's students reported by departments:	7,868	4,186	12,054	760
Number of departments reporting:	195	79	274	17
Part-time Master's Students				
Part-time students with support	3%	4%	4%	1%
Part-time students with no support	97%	96%	96%	99%
Total part-time master's students reported by departments:	5,133	3,295	8,428	486
Number of departments reporting:	134	63	197	10

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding.

Table 10

Departmental Practices for Supporting Full-time Students in U.S. and Canadian Graduate Departments of Psychology: 1991-92

Departmental practice	All U.S. Departments			Canadian Departments
	Public %	Private %	All %	%
Doctoral Students				
Percentage of departments providing any support (full or partial) for:				
None of their students	0	1	0	0
1-25% of their students	6	20	11	5
26-50%	19	24	21	11
51-75%	34	26	31	11
76-99%	30	15	25	42
All of their students	11	14	12	32
Percentage of students fully or partially supported by a department:				
Median	69	54	65	88
Q1	50	33	43	66
Q3	85	80	85	100
Number of departments reporting	186	92	278	19
Master's Students				
Percentage of departments providing any support (full or partial) for:				
None of their students	15	20	16	6
1-25% of their students	28	29	28	12
26-50%	27	22	25	6
51-75%	16	9	14	6
76-99%	7	6	7	24
All of their students	7	14	9	47
Percentage of students fully or partially supported by a department:				
Median	32	26	31	93
Q1	14	3	10	70
Q3	60	65	60	100
Number of depts reporting	195	79	274	17

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

Full-time doctoral students in public institutions were more likely than their colleagues in private institutions to receive funding (66% vs. 47%). The trend is in the same direction at the master's level but the difference between departments in public and private institutions is not large and is not significant.

The incidence of lower percentages receiving support at the master's level and in part-time statuses has negative implications for students in these positions, since they must rely to a greater extent on personal sources of support and student loans, which results in greater debt at graduation and a longer time to degree.

We can find information on the proportion of departments who provided support for full-time doctoral and master's students in Table 10. The largest percentages of departments in both private and public institutions supported between 51% and 75% of their doctoral students. However, public departments were more apt to support larger proportions of their full-time doctoral students than were private departments (e.g., 75% of departments in public institutions versus 55% of departments in private institutions provided some support to over 50% of their doctoral students). Departments reported different patterns for master's students such that the largest single proportion of departments reported supporting between one and twenty-five percent of their master's students. The distribution, in the case of master's students' support, is skewed or "pulled" toward the lower end of the scale, with lower percentages receiving support.

Summary scores provide further corroboration. The overall median at the doctoral level was 65, indicating that almost two thirds of doctoral students received some support from their departments. This percentage is higher for students in public institutions (69% vs. 54%). When we shift to the master's level we see that the median percent of students receiving any support drops to 31%, less than half that at the doctoral level, indicating that less than one third of master's students receive any support from their departments.

Table 11 contains data on support practices by type of department. Based on the median percentage of students fully or partially supported by a department, it is clear that the psychology departments support the largest percentage of graduate students at both the doctoral and the master's level. The one exception to this is the "other" category of departments at the master's level. This category includes human development, school psychology and education departments. The median percentage of master's students supported by a department was higher than might be expected and did not differ substantively from the median percentage in the doctoral departments in this category.

Canadian graduate departments of psychology. Tables 9 and 10 also contain information on support patterns in Canadian graduate departments of psychology in 1991-92. Seventy-five percent of full-time doctoral students and 57% of full-time master's students received support at some level. As was true last year, these percentages are higher than those reported in U.S. graduate departments, most noticeably for master's students.

Eighty-five percent of Canadian departments provided some support to more than half of their doctoral students. The median percent of doctoral students receiving any support was 88%. The situation for full-time master's students also was positive in Canada. Seventy-seven percent of departments supported over half their master's students and the median percent of master's students receiving support was 93.

Graduate Student Stipends

Information on medians and quartiles for graduate student stipends reported by U.S. graduate departments of psychology can be found in Table 12. Stipends are reported separately by level of students (doctoral vs. master's) and year in the program.

In general, stipends differed depending upon level of study and year in the program, with doctoral students receiving higher stipends than those paid to master's students and with levels of support increasing after the first year of study. Further, the data indicate that doctoral students with fellowships are paid somewhat more than those with a research assistantship, who in turn receive higher stipends than those with teaching assistantships.

Table 11

Departmental Practices for Supporting Full-time Students in U.S. Graduate Departments of Psychology by Type of Department: 1991-92

Departmental practice	Type of Department				
	Psychology %	Educational %	Counseling %	Professional %	Other[a] %
Doctoral Students					
Percentage of departments providing any support (full or partial) for:					
None of their students	0	0	0	4	0
1-25% of their students	4	13	12	57	13
26-50% of their students	16	42	23	17	38
51-75% of their students	34	25	42	22	17
76-99% of their students	29	21	19	0	25
100% of their students	17	0	4	0	8
Percentage of students fully or partially supported by a department:					
Median	71	47	59	24	51
Q1	57	33	40	10	39
Q3	91	68	75	49	80
Number of departments reporting:	181	24	26	23	24
Master's Students					
Percentage of departments providing any support (full or partial) for:					
None of their students	114	18	21	44	19
1-25% of their students	23	55	47	33	10
26-50% of their students	27	18	24	11	24
51-75% of their students	16	5	8	11	19
76-99% of their students	9	0	0	0	10
100% of their students	10	5	0	0	19
Percentage of students fully or partially supported by a department:					
Median	38	17	16	21	46
Q1	16	3	2	0	24
Q3	66	28	35	16	77
Number of departments reporting:	184	22	38	9	21

Source: 1991-92 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

[a]Included in this category are Human Development, School Psychology, Education, and other departments.

Table 12

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1991-92

Category of Support	Doctoral Students: First Year Student	Doctoral Students: Intermediate	Doctoral Students: Dissertation Year	Master's Students: First Year Student	Master's Students: Beyond First Year
Teaching assistantship					
9-month					
Median:	$7,819	$7,950	$8,203	$5,700	$5,950
Q1:	$6,495	$6,500	$7,022	$4,400	$4,500
Q3:	$9,361	$9,675	$10,300	$7,500	$7,500
N:	210	217	172	139	133
12-month					
Median:	$9,333	$9,272	$9,600	$8,050	$9,500
Q1:	$7,800	6,743	$7,600	$6,171	$6,667
Q3:	$11,867	$11,610	$12,000	$10,780	$11,610
N:	27	34	23	12	11
Research assistantship					
9-month					
Median:	$8,000	$8,000	$8,344	$5,875	$6,000
Q1:	$6,538	$6,667	$7,000	$4,500	$4,627
Q3:	$9,421	$9,675	$10,238	$7,703	$7,440
N:	178	179	140	124	109
12-month					
Median:	$10,040	$10,276	$10,424	$7,200	$6,933
Q1:	$8,000	$8,490	$9,050	$5,345	$5,160
Q3:	$12,500	$12,449	$12,360	$11,028	$11,164
N:	47	46	36	13	14
Fellowship					
9-month					
Median:	$9,000	$8,500	$8,785	$5,262	$5,325
Q1:	$6,562	$6,200	$6,875	$2,950	$3,000
Q3:	$10,000	$9,675	$10,000	$7,650	$7,500
N:	112	99	78	42	35
12-month					
Median:	$10,000	$10,400	$10,750	$7,100	a
Q1:	$8,800	$8,800	$8,800	$3,900	a
Q3:	$11,500	$11,813	$12,000	$11,280	a
N:	55	48	44	10	9

Source: 1991-92 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns noted refer to the number of U.S. departments reporting this category of support. All figures for teaching and research assistantships have been adjusted to reflect assistantships that expect the student to spend 20 hours/week in his/her assistantship.

[a]No figures are reported due to the small number of respondents.

GRADUATE STUDENT APPLICATIONS, ENROLLMENTS AND ATTRITION

The following sections of the report discuss data on applications, enrollments and attrition of graduate students of psychology. The parts of this section specific to applications and attrition are the result of a cooperative effort between the Office of Demographic, Employment and Educational Research at The APA and Division 2, Teaching of Psychology. Division Two will release a more detailed report on these data later in 1994.

Applications, Acceptances and Enrollments in U.S. Graduate Departments of Psychology

Table 13 presents data on the numbers of students who applied, were accepted and enrolled in U.S. doctoral and master's programs by program area. Table 14 contains acceptance and enrollment rates derived from the numbers in Table 13.

Doctoral programs. In general, the number of applicants to the health service provider subfields (specifically, clinical) was higher than the number applying to the research fields. In fact, clinical psychology had the highest number of applicants and was followed by counseling, industrial/organizational, general/social/personality, cognitive and developmental. Overall, the number of applicants to the health service provider subfields was almost three times as large as the number applying to the traditional research fields. Clinical psychology also accepted and enrolled the largest numbers of students. The other three program areas among the top four were counseling, general/social and personality, industrial/organizational.

Acceptance and enrollment rates are presented in Table 14. We found that the rates were lowest in those program areas with high numbers of applicants, indicating intense competition for limited spaces. Rates increase in program areas in which the differences in numbers of applicants and the slots for acceptance are less. In general, acceptance rates were lower in those fields showing growth in the past ten years. This is logical in light of the fact that those fields experiencing growth may not be able to absorb the increased numbers. With the exception of clinical, counseling and industrial/organizational psychology, acceptance rates were greater than 20%. These results are almost identical to those noted four years earlier by APA (Pion, et al, 1991).

Enrollment rates (proportion of those enrolled to those accepted) were higher than acceptance rates. The data indicated that departments enrolled at least half of the students they accept.

Master's programs. Acceptance rates are higher in master's programs than in doctoral programs. Data in Table 14 indicate that, in all but two fields (clinical and industrial/organizational), departments accepted over half of the students applying to their programs. Even though clinical and industria/organizational were lower than other program areas they both indicated better than a 40% acceptance rate.

Enrollment rates were very high among master's programs, indicating at minimum, that 70% of accepted students eventually enrolled.

Overview of Enrollment Trends Since 1974-75

In order to gain some idea of trends in psychology, periodically questions are repeated in Departmental Surveys. This section presents a brief overview of first year full-time doctoral enrollments in 1974-75, 1979-80, 1988-89 and 1991-92. The numbers and percent changes are presented in Table 15.

Between 1974-75 and 1978-79 clinical, community and school were the only subfields to experience increases in first year full-time enrollments. All other fields showed declines. The declines varied in magnitude.

Table 13

Number of Students Who Applied to, Were Accepted by, and Enrolled in U.S. Doctoral and Master's Programs in the Fall of 1991, by Program Area

Program Area:	U.S. Doctoral Programs			U.S. Master's Programs		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Health Service Provider Fields						
Clinical						
Sum	30,485	3,273	2,095	3,240	1,412	1,029
Median	206	14	9	39	14	10
Q1-Q3	140-297	9-22	7-13	20-51	7-24	6-15
N depts	141	142	146	77	76	78
Counseling						
Sum	5,351	506	401	5,475	2,449	2,005
Median	85	8	7	56	20	19
Q1-Q3	50-125	6-12	5-9	29-98	14-45	11-35
N depts	57	56	56	80	78	80
School						
Sum	1,040	317	256	1,628	899	681
Median	16	6	5	20	8	7
Q1-Q3	7-40	3-9	3-7	9-28	4-15	4-11
N depts	41	42	45	62	63	65
Subtotal						
Sum	36,876	4,096	2,752	10,343	4,760	3,715
Median	162	14	10	51	22	15
Q1-Q3	92-276	9-21	7-14	25-83	10-35	8-27
N depts	195	195	202	167	165	171
Research Fields						
Cognitive						
Sum	1,733	393	209	145	50	38
Median	21	6	3	8	3	2
Q1-Q3	9-40	3-8	2-4	2-14	1-9	1-6
N depts	64	63	67	10	11	11
Developmental						
Sum	1,730	417	238	203	82	56
Median	23	5	3	7	1	2
Q1-Q3	13-35	2-9	2-5	1-13	0-5	1-5
N depts	69	69	69	17	17	12
Educational						
Sum	300	161	108	283	171	137
Median	9	6	4	10	5	5
Q1-Q3	7-17	4-10	2-5	6-17	3-8	3-7
N depts	22	22	22	24	23	21
Experimental						
Sum	1,501	424	264	761	366	253
Median	22	6	4	12	8	4
Q1-Q3	12-31	3-10	2-7	4-23	1-15	1-9
N depts	63	61	61	45	46	46
General/Social/ Personality						
Sum	3,084	593	305	953	396	307
Median	28	6	3	18	9	7
Q1-Q3	19-56	3-11	2-5	9-35	5-15	3-10
N depts	80	79	85	39	36	42

(Continued)

Table 13 (Continued)

Number of Students Who Applied to, Were Accepted by, and Enrolled in U.S. Doctoral and Master's Programs in the Fall of 1991

Program Area:	US Doctoral Programs			US Master's Programs		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Industrial/ organizational						
Sum	3,390	444	249	2,067	789	558
Median	61	8	4	39	13	9
Q1-Q3	40-105	6-12	3-7	20-57	9-22	6-15
N depts	47	45	48	46	46	48
Physiological/ Neuroscience/ Biopsychology/ Comparative/						
Sum	1,617	392	194	21	11	9
Median	21	5	2	3	1	1
Q1-Q3	12-33	2-8	1-4	1-4	1-3	0-2
N depts	69	68	73	7	8	8
Psychometrics/ Quantitative						
Sum	245	97	49	23	14	8
Median	8	3	2	4	1	1
Q1-Q3	5-11	2-4	1-3	2-4	1-3	0-1
N depts	29	29	28	8	9	9
Subtotal						
Sum	13,600	2,921	1,616	4,456	1,879	1,366
Median	50	14	8	20	10	7
Q1-Q3	25-108	7-22	5-12	10-47	5-20	3-13
N depts	175	172	180	137	135	141
Other						
Sum	1,695	517	323	2,052	1,112	878
Median	18	6	3	22	9	6
Q1-Q3	10-34	2-10	2-6	10-33	4-20	3-12
N depts	67	66	67	70	69	72
Grand Total[a]						
Sum	53,117	7,641	4,754	17,503	8,155	6,309
Median	152	22	14	50	22	16
Q1-Q3	63-300	12-37	9-22	24-94	10-41	8-33
N depts	262	258	267	260	257	266

Source: 1991-92 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 442 departments that responded to the survey and reported application, acceptance, and enrollment figures.

[a]Grand totals include individuals whose program areas were not reported.

Table 14

Acceptance and Enrollment Rates in the Fall of 1991
in U.S. Graduate Departments of Psychology
by Degree Level and Program Area

Program Area	Acceptance Rates				Enrollment Rates			
	Median	q1	q3	N	Median	q1	q3	N
Doctoral Programs								
Clinical	.08	.05	.16	140	.69	.53	1.00	142
Counseling	.11	.06	.16	56	.88	.75	1.00	55
School	.33	.20	.53	38	1.00	.67	1.00	38
Cognitive	.24	.16	.40	61	.50	.40	.80	62
Developmental	.26	.14	.34	62	.63	.41	1.00	64
Educational	.62	.43	.67	22	.69	.50	1.00	22
Experimental	.32	.20	.44	54	.60	.46	.90	53
General/Social/ Personality	.20	.13	.31	76	.57	.33	.87	72
Ind/Organizational	.13	.07	.22	44	.54	.43	.88	43
Physiological, Neurosciences, Biological, or Comparative	.25	.17	.41	63	.50	.40	1.00	59
Psychometrics/ Quantitative	.43	.25	.67	27	.50	.46	1.00	24
Other program	.39	.20	.50	61	.67	.50	1.00	59
Total	.15	.10	.28	256	.67	.51	.88	256
Master's Programs								
Clinical	.41	.26	.68	76	.83	.58	1.00	75
Counseling	.53	.33	.78	78	.86	.75	1.00	78
School	.56	.39	.80	62	.86	.67	1.00	63
Cognitive	.56	.29	1.00	10	a	a	a	9
Developmental	.66	.31	1.00	12	.84	.61	1.00	12
Educational	.61	.50	.77	20	.82	.60	1.00	20
Experimental	.61	.43	.80	39	.76	.60	1.00	38
General/Social/ Personality	.56	.40	.71	35	.71	.55	.93	35
Ind/Organizational	.44	.24	.70	45	.74	.59	.87	46
Physiological, Neurosciences, Biological, Comparative	a	a	a	5	a	a	a	5
Psychometrics/ Quantitative	a	a	a	7	a	a	a	5
Other program	.52	.31	.75	64	.81	.65	1.00	64
All programs	.50	.32	.73	250	.80	.64	.94	252

Source: 1991-92 Survey of Graduate Departments of Psychology, Office of Demographic, Employment and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

a Summary statistics are not reported when N is less than 10.

Note. Acceptance rates are ratios of acceptances to applicants, while enrollment rates are the ratios of enrollments to acceptances.

Table 15

Comparison of First-Year Full-Time Doctoral Enrollments in U.S. Graduate Departments of Psychology by Subfield: 1974-75 through 1991-92

	N of 1st-Yr Full-Time Students		Percent Change	N 1st-yr Students	Percent Change	N 1st-yr Students	Percent Change
	1974-75	1979-80	1974 vs 1979	1987-88	1979 vs 1987	1991-92	1987 vs 1991
Health Service Provider Fields							
Clinical	1,036	1,109	+7.0	1,939	+74.8	2,095	+8.0
Counseling	442	388	-12.2	372	-4.1	401	+7.8
School	136	171	+25.7	182	+6.4	256	+40.7
Subtotal	1,614	1,668	+3.3	2,493	+49.5	2,752	+10.4
Research and Other Fields							
Cognitive	92	86	-6.5	184	+113.0	209	+13.6
Community	17	18	+5.9	11	-38.0	*	*
Developmental	266	227	-14.7	218	-3.9	238	+9.2
Educational	253	170	-32.8	75	-55.8	108	+44.0
Experimental	392	270	-31.1	242	-10.3	264	+9.1
General, Social, or Personality	282	233	-17.4	219	+6.4	305	+39.3
Industrial-Organizational	132	125	-5.3	201	+60.8	249	+23.9
Physiological, Neuroscience, Biological, or Comparative	201	128	-36.3	204	+59.4	194	-4.9
Psychometrics or Quantitative	80	53	-33.8	46	-13.2	49	+6.5
Other	326	342	+4.9	252	-26.3	323	+28.2
Subtotal	2,041	1,652	-19.1	1,652	—	1,939	+17.4
Total	4,191	3,558	-15.1	4,156	+16.8	4,754	+14.4

Source: Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association, and Council of Graduate Departments of Psychology, 1974-75, 1979-80, 1988-89, and 1991-92.

Note. Included in the totals are students whose subfields were not reported.

* This category was not offered in 1991-92. Figures on students in Community Psychology programs are included in "Other".

Between 1978-79 and 1987-88, shifts occurred in the fields experiencing increases or decreases. Enrollments in clinical, cognitive, industrial/organizational, physiological/comparative and school psychology have increased. Decreases were noted in many of the "research" subfields. In spite of these decreases, enrollments in psychology increased almost 17% between 1978-79 and 1987-88.

What is most striking about the time period between 1987-88 and 1991-92, is that almost all subfields increased somewhat. Fields that had shown large increases in earlier years continued to add to first year enrollments but at a slower pace (e.g., clinical and industrial/organizational are most noticeable). In this same time period, first year full-time enrollments at the doctoral level in school psychology increased by 41%. The slower but continued growth across psychology contributed to an increase of 14% in enrollments between 1987 and 1991. Overall, growth was not limited to a few but was dispersed across almost all fields.

These subfield trends in first-year doctoral enrollments over the last fifteen years or so are consistent with other data that indicate that the majority of growth has been in the health service provider subfields and that it occurred in the mid- to late-1980s. More recently, the "research" fields have shown some gains with positive percent changes, indicating growth.

Current Enrollment in U.S. Graduate Departments of Psychology

Tables 16 through 21 contain data on full-time graduate student enrollments by degree level, major subfield, department type and year in the program for U.S. graduate departments in 1990-91.

Doctoral enrollments. In 1991-92, the majority of full-time doctoral students were receiving training in the health-service provider subfields (61%). Sixty-one percent of full-time doctoral students were enrolled in departments in public institutions.

Tables 17 and 18 reveal some differences in the characteristics of doctoral students in private versus public institutions. First, the representation of students in the health service provider specialties is noticeably higher in departments in private institutions than in departments in public colleges and universities (76% vs. 52%). The inclusion of the professional schools in the private sector contributes to the strong presence of students in the "practice" subfields.

Master's enrollments. Tables 19 through 21 contain information on enrollments at the Master's level. As was true last year, just under two thirds of full-time master's students were located in public colleges and universities in 1991-92 (65%). The majority (62%) was enrolled in the health service provider subfields. As was true among doctoral students, a larger proportion of master's students was located in the health service provider subfields in private institutions than in public settings (70% versus 57%).

Current Enrollments in Canadian Departments of Psychology

Data on Canadian graduate students are presented in Tables 22 and 23. The Canadian students are fairly evenly split between health service provider areas and other subfields at both the doctoral and master's levels in psychology. It appears that Canadian doctoral students in the health service provider specialties are more apt than doctoral students in the United States in these same subfields still to be enrolled and working on a doctorate (36% versus 26%). In a related vein, Canadian students at the doctoral level were more likely than students in the United States to have left the program without completing the doctorate.

Attrition and Reasons for Attrition

Tables 24 and 25 present data on attrition rates for full-time students enrolled in U.S. and Canadian doctoral and master's programs and reasons for attrition at the doctoral and master's levels.

Table 16
Major Subfield Area of Doctoral Students Enrolled
Full Time in All U.S. Departments by Year in Program: 1991-92

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service				
Provider Subfields:[a]	2,816	10,851	393	14,060
Row %	20%	77%	3%	100%
Column %	59%	61%	89%	61%
Other Subfields				
in Psychology:[b]	1,677	6,147	0	7,824
Row %	21%	79%	--	100%
Column %	35%	34%	--	34%
Other Fields:[c]	164	481	0	645
Row %	25%	75%	--	100%
Column %	3%	3%	--	3%
Not Specified:	80	391	48	519
Row %	15%	75%	9%	100%
Column %	2%	2%	11%	2%
Total:	4,737	17,870	441	23,048
Row %	21%	78%	2%	100%
Column %	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 282 departments that responded to the survey and that reported on full-time doctoral students.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 17

Major Subfield Area of Doctoral Students Enrolled Full Time in U.S. Public Departments by Year in Program: 1991-92

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Subfields:[a]	1,460	5,810	0	7,270
Row %	20%	80%	--	100%
Column %	50%	52%	--	52%
Other Subfields in Psychology:[b]	1,296	4,771	0	6,067
Row %	21%	79%	--	100%
Column %	44%	43%	--	43%
Other Fields:[c]	123	351	0	474
Row %	26%	74%	--	100%
Column %	4%	3%	--	3%
Not Specified:	35	182	48	265
Row %	13%	69%	18%	100%
Column %	1%	2%	100%	2%
Total:	2,914	11,114	48	14,076
Row %	21%	79%	<1%	100%
Column %	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 187 departments that responded to the survey and that reported on full-time doctoral students.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 18
Major Subfield Area of Doctoral Students Enrolled
Full Time in U.S. Private Departments by Year in Program: 1991-92

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service				
Provider Subfields:[a]	1,356	5,041	393	6,790
Row %	20%	74%	6%	100%
Column %	74%	75%	100%	76%
Other Subfields				
in Psychology:[b]	381	1,376	0	1,757
Row %	22%	78%	--	100%
Column %	21%	20%	--	20%
Other Fields:[c]	41	130	0	171
Row %	24%	76%	--	100%
Column %	2%	2%	--	2%
Not Specified:	45	209	0	254
Row %	18%	82%	--	100%
Column %	2%	3%	--	3%
Total:	1,823	6,756	393	8,972
Row %	20%	75%	4%	100%
Column %	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 95 departments that responded to the survey and that reported on full-time doctoral students.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 19
Major Subfield Area of Master's Students Enrolled
Full Time in All U.S. Departments by Year in Program: 1991-92

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service				
Provider Subfields:[a]	3,191	3,809	811	7,811
Row %	41%	49%	10%	100%
Column %	61%	58%	89%	62%
Other Subfields				
in Psychology:[b]	1,300	1,377	0	2,677
Row %	49%	51%	--	100%
Column %	25%	21%	--	21%
Other Fields:[c]	510	962	0	1,472
Row %	35%	65%	--	100%
Column %	10%	15%	--	12%
Not Specified:	229	409	100	738
Row %	31%	55%	14%	100%
Column %	4%	6%	11%	6%
Total:	5,230	6,557	911	12,698
Row %	41%	52%	7%	100%
Column %	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 282 departments that responded to the survey and that reported on full-time master's students.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 20
Major Subfield Area of Master's Students Enrolled
Full Time in U.S. Public Departments by Year in Program: 1991-92

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service				
Provider Subfields:[a]	2,101	2,348	295	4,744
Row %	44%	49%	6%	100%
Column %	61%	53%	80%	57%
Other Subfields				
in Psychology:[b]	957	1,148	0	2,105
Row %	45%	55%	--	100%
Column %	28%	26%	--	25%
Other Fields:[c]	253	719	0	972
Row %	26%	74%	--	100%
Column %	7%	16%	--	12%
Not Specified:	147	245	76	468
Row %	31%	52%	16%	100%
Column %	4%	5%	20%	6%
Total:	3,458	4,460	371	8,289
Row %	42%	54%	4%	100%
Column %	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 199 departments that responded to the survey and that reported on full-time master's students.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 21
Major Subfield Area of Master's Students Enrolled
Full Time in U.S. Private Departments by Year in Program: 1991-92

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service				
Provider Subfields:[a]	1,090	1,461	516	3,067
Row %	36%	48%	17%	100%
Column %	62%	70%	96%	70%
Other Subfields				
in Psychology:[b]	343	229	0	572
Row %	60%	40%	--	100%
Column %	19%	11%	--	13%
Other Fields:[c]	257	243	0	500
Row %	51%	49%	--	100%
Column %	15%	12%	--	11%
Not Specified:	82	164	24	270
Row %	30%	61%	9%	100%
Column %	5%	8%	4%	6%
Total:	1,772	2,097	540	4,409
Row %	40%	48%	12%	100%
Column %	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 83 departments that responded to the survey and that reported on full-time master's students.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 22
Major Subfield Area of Doctoral Students Enrolled
Full Time in Canadian Departments by Year in Program: 1991-92

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service				
Provider Subfields:[a]	80	459	0	539
Row %	15%	85%	--	100%
Column %	36%	44%	--	42%
Other Subfields				
in Psychology:[b]	86	365	0	451
Row %	19%	81%	--	100%
Column %	39%	35%	--	35%
Other Fields:[c]	1	1	0	2
Row %	50%	50%	--	100%
Column %	<1%	<1%	--	<1%
Not Specified:	56	225	0	281
Row %	20%	80%	--	100%
Column %	25%	21%	--	22%
Total:	223	1,050	0	1,273
Row %	18%	82%	--	100%
Column %	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 20 departments that responded to the survey and that reported on full-time doctoral students.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 23
Major Subfield Area of Master's Students Enrolled — Full Time in Canadian Departments by Year in Program: 1991-92

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service Provider Subfields:[a]	56	90	9	155
Row %	36%	58%	6%	100%
Column %	16%	22%	100%	20%
Other Subfields in Psychology:[b]	83	125	0	208
Row %	40%	60%	--	100%
Column %	24%	31%	--	27%
Other Fields:[c]	1	4	0	5
Row %	20%	80%	--	100%
Column %	<1%	1%	--	1%
Not Specified:	208	184	0	392
Row %	53%	47%	--	100%
Column %	60%	46%	--	52%
Total:	348	403	9	760
Row %	46%	53%	1%	100%
Column %	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 17 departments that responded to the survey and that reported on full-time master's students.

[a] This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b] Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c] Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Attrition rates in U.S. graduate departments of psychology. Data in Table 24 indicate that just over half of those doctoral students who began full-time study in 1985 had been awarded a doctoral degree by 1991. Just over one fourth were still enrolled and working toward the doctorate and sixteen percent had formally left the program without completing the doctorate. A larger proportion of doctoral students in the health service provider subfields compared with students in non-service subfields had been awarded a doctoral degree by 1991-92 (60% versus 45%). Conversely, almost one fourth of the doctoral students in the non service fields compared with 11% of service provider students left the program without completing the degree. Almost equal proportions were still working on the doctorate. At the doctoral level, completion rates are better for those in the health service provider subfields.

Almost two thirds of master's students who began work in 1988 had earned a degree by 1991-92. The rate of those who were still enrolled and working toward a master's degree was slightly higher for the non-service provider subfields. Not surprisingly then, lower proportions of those in the non-service provider subfields had been awarded a master's degree. As was true at the doctoral level, completion rates were lower for the non-service provider subfields.

Attrition rates in Canadian graduate departments of psychology. The numbers in Canadian graduate departments of psychology were quite low but certain trends are visible. Larger proportions of those in the service provider subfields had not been awarded the doctorate and were still working on the doctorate. Conversely, substantially larger proportions of those in the health-service provider subfields had left the program without completing the doctorate. Fairly equivalent proportions of doctoral students had already been awarded the doctoral degree in both subfield categories but due to the higher "attrition" rate among students in the non-service provider (34% vs. 9%) subfields, it is the case the attrition appears to be higher and completion lower among the non-service provider subfields.

There were no substantive or significant differences between master's students in the service provider versus those in the non-service provider subfields. Overall, large proportions in both subfields already had been awarded a master's degree (84% and 82%).

Reasons for attrition. The Survey of Graduate Departments of Psychology asked graduate chairs for their opinions on why students leave graduate programs without completing a master's or doctoral degree. Various reasons were listed and the chairs were asked to rate the reasons from "never" through "very often" at the master's and doctoral levels. The results are presented in Table 25. The higher the mean score the more frequently the reason was used as an "explanation" for attrition of students.

Lack of sufficient motivation and not academically strong were the two top reasons at the doctoral level. Shifting career interests and unclear goals and career direction also received notable mean scores. Weaknesses in the program (not challenging enough, lack of a mentor, unavailable courses, experiences) and problems with substance abuse or homesickness, dishonesty, unethical behavior and lack of financial support were not seen as reasons and substantial proportions of chairs answered that these were "never" reasons. Overall, then, academic weaknesses in students and unfocussed motivation/career goals appeared to be paramount as reasons for attrition among doctoral students.

With respect to the attrition of master's students, more of the reasons received higher mean and median scores than was the case with doctoral students, indicating that they were seen as valid reasons for attrition. These included not academically strong enough, not sufficiently motivated, not properly prepared for graduate study, inappropriate selection, shifting career interests, student accepted a job, goals and career direction unclear, job responsibilities and insufficient financial resources. Overall, the chairs selected a wider array of reasons for attrition of master's-level students in comparison with doctoral students, focussing on academic and motivational weaknesses, financial difficulties and employment conflicts.

Table 24

Attrition Rates of Students Enrolled Full-time in U.S. and Canadian Doctoral and Master's Programs: 1991-92

Current Status	U.S. Departments			Canadian Departments		
	Service Provider	Non-Service Provider	All Fields	Service Provider	Non-Service Provider	All Fields
Total Number of Doctoral Students Who Began Full-time Study in Doctoral Programs in Fall 1985:	2,195	1,527	3,987	74	74	154
Percentage Who Currently:	%	%	%	%	%	%
Have already been awarded a doctoral degree	60	45	52	50	45	48
Are still enrolled in the program and working toward their doctorates (e.g., taking classes, doing pre-doctoral internships, or working on a dissertation)	26	25	26	36	22	29
Are not working toward the degree but have not formally left the program	2	2	2	0	0	0
Have formally left the program without completing the doctorate	11	24	16	9	34	21
Other status	1	3	2	4	0	2
Not specified	0	0	2	0	0	0
Number of departments reporting	371	371	382	18	18	19
Total Number of Master's Students Who Began Full-time Study in Master's Programs in Fall 1988:	2,841	1,276	4,590	83	158	311
Percentage Who Currently:	%	%	%	%	%	%
Have already been awarded a master's degree	73	64	64	84	82	85
Are still enrolled in the program and working toward their master's degrees (e.g., taking classes or working on a thesis)	10	14	11	7	4	5
Are not working toward the degree but have not formally left the program	6	9	9	0	6	4
Have formally left the program without completing the master's	10	11	9	8	7	6
Other status	1	2	1	0	0	0
Not specified	0	0	5	0	0	0
Number of departments reporting	344	344	357	21	21	22

Source: 1991-92 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, APA, and Council of Graduate Departments of Psychology.

Note. "All fields" columns include students whose program areas were not reported. Column percentages may not total to 100% due to rounding.

Table 25

Reasons for Attrition at the Doctoral and Master's Levels in U.S. Graduate Departments of Psychology

	Doctoral Students			Master's Students		
	Mean	Median	SD	Mean	Median	SD
Student unhappy with program	2.34	2.00	.83	2.36	2.00	.80
Unhappy w/ professor, supervisor	1.84	2.00	.67	1.90	2.00	.65
Personality conflict w/ faculty	1.69	2.00	.59	1.77	2.00	.61
Student unable to find a mentor	1.63	1.00	.72	1.62	2.00	.65
Isolation, lack of peer support	1.78	2.00	.78	1.93	2.00	.76
Isolation, lack of faculty support	1.75	2.00	.77	1.82	2.00	.72
Not academically strong enough	2.96	3.00	1.03	3.19	3.00	1.00
Not sufficiently motivated	3.04	3.00	1.01	3.18	3.00	.99
Not properly prepared for grad study	2.34	2.00	.94	2.75	3.00	.98
Inappropriate selection	2.41	2.00	.89	2.85	3.00	.91
Student had bad attitude	1.96	2.00	.76	2.04	2.00	.81
Did not develop provider skills	1.88	2.00	.89	2.12	2.00	.93
Problems with thesis proposal	2.17	2.00	1.02	2.03	2.00	1.00
Probs w/ thesis data collection	1.90	2.00	.91	1.88	2.00	.91
Problems writing thesis	2.17	2.00	1.03	2.18	2.00	1.14
Courses/experiences not available	1.68	1.50	.76	1.92	2.00	.79
Program not challenging enough	1.35	1.00	.55	1.49	1.00	.58
Shifting career interests	2.56	3.00	.94	2.63	3.00	.87
Student accepted a job	2.38	2.00	1.05	2.62	3.00	.98
Goals, career direction unclear	2.46	2.00	.93	2.69	3.00	.85
Student transferred to other program	2.29	2.00	.87	2.37	2.00	.87
Illness, disability	2.02	2.00	.79	2.09	2.00	.79
Emotional, mental problems	1.98	2.00	.69	2.02	2.00	.67
Substance abuse	1.38	1.00	.54	1.52	1.00	.58
Homesickness	1.38	1.00	.59	1.44	1.00	.58
Spouse, family move	2.01	2.00	.92	2.30	2.00	.89
Relationship (marriage, divorce)	2.04	2.00	.87	2.24	2.00	.83
Family demands	2.10	2.00	.83	2.34	2.00	.85
Job responsibilities	1.91	2.00	.90	2.53	3.00	1.00
Insufficient financial resources	2.21	2.00	1.06	2.73	3.00	1.00
Financial support no longer available	1.72	2.00	.83	1.77	2.00	.86
Dismissed for dishonesty	1.42	1.00	.60	1.49	1.00	.60
Dismissed for unethical behavior	1.48	1.00	.65	1.48	1.00	.61
Other reason for student attrition	2.39	2.00	1.29	2.12	1.00	1.45
Second "other" reason	1.60	1.00	.55	1.55	1.00	1.04
Third "other" reason	1.50	1.00	.58	1.22	1.00	.67

Source: APA/COGDOP Survey of Graduate Departments of Psychology, 1991-92. Compiled by Office of Demographic, Employment, and Educational Research, APA Education Directorate.

Note. Statistics are computed using the following codes: "Never"=1 through "Very Often"=5, with missing values excluded.

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APPENDIX A

Copy of the 1991-92 Survey of Graduate Departments of Psychology

American Psychological Association
Council of Graduate Departments of Psychology

1991-92 SURVEY OF GRADUATE DEPARTMENTS OF PSYCHOLOGY

Directions:

- The following items request information on your graduate students, faculty, and various departmental activities. Throughout the survey, the term "departments" is used, although we recognize that this term may not accurately denote your unit. For example, the appropriate term might be "division", "program", or "school". For ease of question wording and readability, "department" has been used to refer to all units which house graduate psychology programs. Similarly, the term "department chair" is used to identify those individuals who have chief administrative responsibility for the programs, although his/her actual title may be different (e.g., "department head" or "dean").

- Some questions in the survey ask that your provide information for major subfield groupings. These are defined as follows:

  Health service provider subfields: Include programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

  Other subfields in psychology: Include programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also include programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

  Other fields: Include those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

- Please answer each question as best you can. Feel free to write an explanation in the margin or on the back of the page. If you have questions, call **Jessica Kohout** or **Marlene Wicherski** COLLECT at *(202)336-5980.*

- All data you provide are strictly confidential and will be reported in aggregate form only.

- Complete AS SOON AS POSSIBLE and return in the self-addressed, business-reply envelope to:

Demographic, Employment, and Educational Research
American Psychological Association
750 First Street, N.E.
Washington, D.C. 20002

INSTITUTIONAL CHARACTERISTICS

Q-1 What is the total undergraduate enrollment at your UNIVERSITY/COLLEGE/INSTITUTION? ☐

Q-2 What is the total graduate enrollment at your UNIVERSITY/COLLEGE/INSTITUTION? ☐

II. DEPARTMENTAL CHARACTERISTICS

Q-3 Indicate ALL types of graduate degree programs currently in your department. If you check "Yes" to a degree category, report the number of degrees awarded by your department last year in 90-91 (between July 1, 1990 and June 30, 1991).

TYPE OF DEGREE	AWARDED BY DEPARTMENT YES	NO	NUMBER OF DEGREES AWARDED IN 1990-91
PhD	☐	☐	☐
PsyD	☐	☐	☐
EdD	☐	☐	☐
Master's degree (awarded to students enrolled on a separate track within a program leading to a doctoral degree)	☐	☐	☐
Master's degree (awarded as terminal degree in a stand-alone program. NOT part of work toward a doctoral degree)	☐	☐	☐
Master's degree awarded to students in doctoral programs who decide to stop at the Master's level or those students who are terminated by the program	☐	☐	☐
Other degree not mentioned above, e.g., RhD, Specialist, respecialization diploma, etc. (specify): _____	☐	☐	☐
(specify): _____	☐	☐	☐

Q-4 Does your department award baccalaureate degrees in psychology?

- ❑ 1. YES...How many baccalaureate degrees were awarded in the previous year (between July 1, 1990 and June 30, 1991)? ..... ☐
- ❑ 2. NO

Q-5 How many undergraduate psychology majors are currently (as of Fall 1991) enrolled full time in your department's programs? ..... ☐

Q-6 Is your department on an eight, nine, ten, eleven or twelve-month academic year?

- ❑ 8-Month
- ❑ 9-Month
- ❑ 10-Month
- ❑ 11-Month
- ❑ 12-Month

Q-7 Is your department on a semester, trimester, quarter or other system?

- ❑ Semester
- ❑ Trimester
- ❑ Quarter
- ❑ Other (please specify): _____

Q-8 Which of the following program areas are included ***in your department?*** *(Check all that apply).*

- ❑ Clinical
- ❑ Cognitive
- ❑ Counseling
- ❑ Developmental
- ❑ Educational
- ❑ Experimental
- ❑ General/Social/Personality
- ❑ Industrial/Organizational
- ❑ Neuroscience/Physiological/Comparative/Biopsychology
- ❑ Psychometrics/Quantitative
- ❑ School
- ❑ Other (specify): _____

Q-9 (FOR DEPARTMENTS WITH DOCTORAL PROGRAMS): Does your department have psychology programs that admit students seeking only a master's degree?

- ❑ 1. YES, students are admitted to a master's program that does not lead to a doctoral degree from the department (e.g., terminal degrees can be master's AND/OR doctoral degrees).
- ❑ 2. NO, students are admitted ONLY to doctoral programs (e.g., terminal degree is doctorate only, NO MASTER'S ARE AWARDED AS TERMINAL DEGREES).

III. STUDENTS ENROLLED IN DOCTORAL PROGRAMS

In this section, we are asking for information about students enrolled in your doctoral programs. Unless otherwise indicated, the questions pertain to DOCTORAL STUDENTS ENROLLED AS OF FALL 1991 (this past Fall). Also include those students enrolled in doctoral programs at the pre-master's stage. THE MASTER'S ENROLLMENT SECTION IV IS FOR TERMINAL MASTER'S ONLY.

Q-10 Does your department have students CURRENTLY enrolled in its doctoral programs?

- ❑ 1. YES
- ❑ 2. NO... (Skip to Question 22)

Q-11 How many students are enrolled FULL TIME in your doctoral programs?
(Be sure to include students away on predoctoral internships and students advanced to candidacy in this total.) ..... ☐

(If you have no full-time doctoral students, skip to Question 18)

IIIa. CHARACTERISTICS OF FULL-TIME DOCTORAL STUDENTS

Q-12 Please indicate the number of **FULL-TIME** students enrolled in your doctoral programs **AS OF FALL 1991** by year of study (first year vs. beyond first year) and by major subfield grouping.

(NOTE: REFER TO THE DIRECTIONS ON THE COVER PAGE OF THIS SURVEY FOR THE SUBFIELDS INCLUDED IN EACH MAJOR GROUPING.)

If it is not possible to report full-time doctoral students by major subfield grouping, please provide the **TOTAL** numbers of full-time, first-year students and those beyond their first year of study.

	YEAR IN PROGRAM		
	First Year	Beyond First Year	Total
A. Health service provider subfields			
B. Other subfields in *psychology*			
C. Other fields			
*TOTAL, ALL SUBFIELDS			

*(This total should agree with the total reported in Question 11)

Q-13 Please indicate the number of **FULL-TIME DOCTORAL STUDENTS AS OF FALL 1991** by sex and race/ethnicity in the spaces listed below. If you are unable to report the enrollments by sex and race/ethnicity, please provide the totals in each column at the bottom of this graph.

	Full-Time Doctoral	
RACE/ETHNICITY	MALE	FEMALE
White (not of Hispanic origin)		
African-American/Black (not of Hispanic origin)		
Hispanic (regardless of race)		
Asian/Pacific Islander		
American Indian/Alaskan Native		
Other		
*TOTAL		

*(This total should agree with the total reported in Question 11)

IIIb. FINANCIAL SUPPORT FOR FULL-TIME DOCTORAL STUDENTS

The following questions deal with financial support for **FULL-TIME DOCTORAL** students. They pertain to those traditional mechanisms of support **IN WHICH THE DEPARTMENT PLAYS SOME ROLE** (e.g., nominates students for university fellowships, awards teaching/research assistantships, or awards traineeships funded by a federal training grant). In answering these questions—STUDENTS SUPPORTED BY FEDERAL AND FAMILY LOANS, OR STIPENDS PAID BY PREDOCTORAL INTERNSHIP TRAINING SITES—BELONG IN THE ***"NO SUPPORT"*** CATEGORY...AND SHOULD BE INCLUDED IN THE TOTAL.

Q-14 To the best of your knowledge, how many **FULL-TIME** doctoral students in your program currently receive:

A. Some level of support (e.g., tuition waiver/reduction, fellowship, or assistantship, NOT federal/family loans or stipends paid by internship sites) _____ ☐

B. No support _____ ☐

*TOTAL NUMBER OF FULL-TIME DOCTORAL STUDENTS _____ ☐

*(This total should agree with the total reported in Question 11)

Q-15 Please indicate the amount **TYPICALLY** paid to a **FULL-TIME** doctoral student in your program for each of the mechanisms of support listed below. Do **NOT** include in these amounts any direct or indirect payment of tuition or tuition waiver. Report the **TOTAL ANNUAL** amount for 9 months or 12 months, depending on which is appropriate for your program.

Then, please **CHECK** whether the mechanism of support typically includes tuition assistance that completely covers the cost of tuition for full-time study at your institution. This tuition assistance can be direct or indirect payment of tuition, tuition waiver, etc.

Mechanism of Support	FIRST YEAR Stipend Amount (in $)	FIRST YEAR Tuition Fully Covered Yes	FIRST YEAR Tuition Fully Covered No	INTERMEDIATE YEARS Stipend Amount (in $)	INTERMEDIATE YEARS Tuition Fully Covered Yes	INTERMEDIATE YEARS Tuition Fully Covered No	DISSERTATION YEAR Stipend Amount (in $)	DISSERTATION YEAR Tuition Fully Covered Yes	DISSERTATION YEAR Tuition Fully Covered No
Teaching Assistantship 9-Month	$	☐	☐	$	☐	☐	$	☐	☐
12-Month	$	☐	☐	$	☐	☐	$	☐	☐
Research Assistantship 9-Month	$	☐	☐	$	☐	☐	$	☐	☐
12-Month	$	☐	☐	$	☐	☐	$	☐	☐
Fellowship 9-Month	$	☐	☐	$	☐	☐	$	☐	☐
12-Month	$	☐	☐	$	☐	☐	$	☐	☐

Q-16 We are trying to obtain a sense of the "comparability" of teaching and research assistantships across different institutions/departments. For example, a doctoral student enrolled full time may have a teaching assistantship in which he/she is expected to spend 20 hours per week in activities directly associated with this assistantship. **BASED ON THE STIPEND AMOUNTS FOR TEACHING AND RESEARCH ASSISTANTSHIPS WHICH YOU PROVIDED IN QUESTION 13,** what is the **TYPICAL** amount of time **(IN HOURS)** expected of a doctoral student who has a:

A. Teaching assistantship ..... ☐ **hours per week**

B. Research assistantship ..... ☐ **hours per week**

Q-17 Indicate the **NUMBER** of full-time **DOCTORAL** teaching and research assistantship positions in your department during the 1991-92 academic year (a full-time position is defined as one position for 9 or 12 months on the pay scale used by your department for full-time appointments).

A. Number of full-time teaching assistantship positions ☐

B. Number of full-time research assistantship positions ☐

IIIc. CHARACTERISTICS OF PART-TIME DOCTORAL STUDENTS

Q-18 Does your department have students currently enrolled **PART TIME** in its doctoral programs? Do **NOT** include students who are predoctoral interns or who have been advanced to candidacy.

❑ 1. **YES**

❑ 2. **NO... (Skip to Question 22)**

Q-19 How many students are enrolled **PART TIME** in your doctoral programs? ☐

(Do **NOT** include students advanced to candidacy in this total—since they already should be included in full-time totals in **Q-11 thru Q-14.**)

Q-20 Please indicate the number of **PART-TIME DOCTORAL** students as of **FALL 1991** by sex and race/ethnicity in the spaces listed below. If you are unable to report the enrollments by sex and race/ethnicity, please provide the totals in each column at the bottom of this graph.

	Part-Time Doctoral	
RACE/ETHNICITY	MALE	FEMALE
White (not of Hispanic origin)		
African-American/Black (not of Hispanic origin)		
Hispanic (regardless of race)		
Asian/Pacific Islander		
American Indian/Alaskan Native		
Other		
*TOTAL		

*(This total should agree with the total reported in Question 19)

IIId. FINANCIAL SUPPORT FOR PART-TIME DOCTORAL STUDENTS

This question pertains to those traditional mechanisms of support in which THE DEPARTMENT PLAYS SOME ROLE (e.g., nominates students for university fellowships, awards teaching/research assistantships, or awards traineeships funded by a federal training grant). In answering this question, students SUPPORTED BY FEDERAL AND FAMILY LOANS OR STIPENDS PAID BY PREDOCTORAL INTERNSHIP TRAINING SITES belong in the NO SUPPORT category—AND SHOULD BE INCLUDED IN THE TOTAL.

Q-21 To the best of your knowledge, how many **PART-TIME** doctoral students in your program receive:

A. Some level of support (e.g., tuition waiver/reduction, and/or stipend) .....

B. No support .....

*TOTAL NUMBER OF PART-TIME DOCTORAL STUDENTS .....

*(This total should agree with the total reported in Question 19)

IV. STUDENTS ENROLLED IN MASTER'S PROGRAMS

In this section, we are asking for information about students enrolled in your master's programs. Unless otherwise indicated, the questions pertain to **MASTER'S STUDENTS ENROLLED AS OF FALL 1991**. Do **NOT** include those students who are **ENROLLED IN DOCTORAL PROGRAMS BUT WORKING ON A MASTER'S DEGREE AS PART OF THE REQUIREMENTS FOR THE DOCTORATE.** Do **NOT** include students working on a **SPECIALIST** degree in this section. This section is for students in **TERMINAL MASTER'S PROGRAMS ONLY.**

Q-22 Does your department have students in master's programs?

- ☐ 1. **YES**
- ☐ 2. **NO... (Skip to Q-34.)**

Q-23 How many students are enrolled **FULL TIME** in your master's program? ☐

(If you have no full-time master's students, skip to Question 30)

IVa. CHARACTERISTICS OF FULL-TIME MASTER'S STUDENTS

Q-24 Please indicate the number of **FULL-TIME** students enrolled in your master's programs **AS OF FALL 1991** by year of study (first year vs. beyond first year) and by subfield grouping.

(NOTE: REFER TO THE DIRECTIONS ON THE COVER PAGE OF THIS SURVEY FOR THE SUBFIELDS INCLUDED IN EACH MAJOR GROUPING.)

If it is not possible to report full-time master's students by major subfield grouping, please provide the **TOTAL** numbers of full-time, first-year students and those beyond their first year of study.

	YEAR IN PROGRAM		
	First Year	**Beyond First Year**	**Total**
A. Health service provider subfields			
B. Other subfields in *psychology*			
C. Other fields			
*TOTAL, ALL SUBFIELDS			

***(This total should agree with the total reported in Question 23)**

Q-25 Please indicate the number of full-time master's students as of Fall 1991 by sex and race/ethnicity in the spaces listed below. If you are unable to report the enrollments by sex and race/ethnicity, please provide the totals in each column at the bottom of this graph.

	Full-Time Master's	
RACE/ETHNICITY	MALE	FEMALE
White (not of Hispanic origin)		
African-American/Black (not of Hispanic origin)		
Hispanic (regardless of race)		
Asian/Pacific Islander		
American Indian/Alaskan Native		
Other		
TOTAL		

IVb. FINANCIAL SUPPORT FOR FULL-TIME MASTER'S STUDENTS

Questions 26-29 deal with financial support for full-time master's students. They pertain to those traditional mechanisms of support IN WHICH THE DEPARTMENT PLAYS SOME ROLE (e.g., nominates students for university fellowships, awards teaching/research assistantships, or awards traineeships funded by a federal training grant). In answering these questions, SUCH FORMS OF FINANCIAL SUPPORT AS FEDERAL AND FAMILY LOANS SHOULD BE INCLUDED IN THE "NO SUPPORT" CATEGORY.

Q-26 To the best of your knowledge, how many FULL-TIME master's students in your program currently receive:

A. Some level of support (e.g., tuition waiver/reduction, fellowship or assistantship) .....

B. No support .....

*TOTAL NUMBER OF FULL-TIME MASTER'S STUDENTS .....

*(This total should agree with the total reported in Question 23)

Q-27 Please indicate the amount **TYPICALLY** paid to a **FULL-TIME** master's student in your program for each of the mechanisms of support listed below. Do **NOT** include in these amounts any direct or indirect payment of tuition or tuition waiver. Report the **TOTAL ANNUAL** amount for 9 months or 12 months, depending on which is appropriate for your program.

Then, please **CHECK** whether the mechanism of support typically includes tuition assistance that completely covers the cost of tuition for full-time study at your institution. This tuition assistance can be direct or indirect payment of tuition, tuition waiver, etc.

Mechanism of Support	FIRST YEAR Stipend Amount (in $)	FIRST YEAR Tuition Fully Covered Yes	FIRST YEAR Tuition Fully Covered No	BEYOND FIRST YEAR Stipend Amount (in $)	BEYOND FIRST YEAR Tuition Fully Covered Yes	BEYOND FIRST YEAR Tuition Fully Covered No
Teaching Assistantship 9-Month	$	❑	❑	$	❑	❑
12-Month	$	❑	❑	$	❑	❑
Research Assistantship 9-Month	$	❑	❑	$	❑	❑
12-Month	$	❑	❑	$	❑	❑
Fellowship 9-Month	$	❑	❑	$	❑	❑
12-Month	$	❑	❑	$	❑	❑

Q-28 We are trying to obtain a sense of the "comparability" of teaching and research assistantships across different institutions/departments. For example, a master's student enrolled full time may have a teaching assistantship in which he/she is expected to spend 20 hours per week in activities directly associated with this assistantship. BASED ON THE STIPEND AMOUNTS FOR TEACHING AND RESEARCH ASSISTANTSHIPS WHICH YOU PROVIDED IN QUESTION 24, what is the TYPICAL amount of time (IN HOURS) expected of a master's student who has a:

A. Teaching assistantship ..... ☐ **hours per week**

B. Research assistantship ..... ☐ **hours per week**

Q-29 Indicate the **NUMBER** of full-time **MASTER'S** teaching and research assistantship positions in your department during the 1991-92 academic year (a full-time position is defined as one position for 9 or 12 months on the pay scale used by your department for full-time appointments).

A. Number of full-time teaching assistantship positions ..... ☐

B. Number of full-time research assistantship positions ..... ☐

IVc. CHARACTERISTICS OF PART-TIME MASTER'S STUDENTS

Q-30 Does your department have students currently enrolled **PART TIME** in its master's programs?

- ❑ 1. **YES**
- ❑ 2. **NO... (Skip to Question 34)**

Q-31 How many students are enrolled **PART TIME** in your master's programs? ..... ☐

Q-32 Please indicate the number of **PART-TIME** master's students as of Fall 1991 by sex and race/ethnicity in the spaces listed below. If you are unable to report the enrollments by sex and race/ethnicity, please provide the totals in each column at the bottom of this graph.

	Part-Time Master's	
RACE/ETHNICITY	MALE	FEMALE
White (not of Hispanic origin)		
African-American/Black (not of Hispanic origin)		
Hispanic (regardless of race)		
Asian/Pacific Islander		
American Indian/Alaskan Native		
Other		
TOTAL		

IVd. FINANCIAL SUPPORT FOR PART-TIME MASTER'S STUDENTS

Question 33 deals with financial support for part-time master's students. They pertain to those traditional mechanisms of support IN WHICH THE DEPARTMENT PLAYS SOME ROLE (e.g., nominates students for university fellowships, awards teaching/research assistantships, or awards traineeships funded by a federal training grant). In answering these questions, SUCH FORMS OF FINANCIAL SUPPORT AS FEDERAL AND FAMILY LOANS SHOULD BE INCLUDED IN THE "NO SUPPORT" CATEGORY.

Q-33 To the best of your knowledge, how many PART-TIME master's students in your program currently receive:

A. Some level of support (e.g., tuition waiver/reduction, and/or stipend) ..... ☐

B. No support ..... ☐

*TOTAL NUMBER OF PART-TIME MASTER'S STUDENTS ..... ☐

*(This total should agree with the total reported in Question 31)

V. APPLICATIONS, ATTRITION AND RETENTION

Q-34 For each of the following subfields, please indicate the number of doctoral students and the number of master's students who **APPLIED** for acceptance in the fall of 1991 (i.e., last year) for **FULL-TIME** study. Then indicate the number who were **ACCEPTED** into the program and the number who finally **ENROLLED** in the program (i.e., who actually came to the department). If your department does NOT have a program in a particular subfield, please leave BLANK. However, if your department DOES HAVE a program in a specific subfield, but **NO STUDENTS APPLIED**, or **NO APPLICANTS WERE ACCEPTED OR ENROLLED**, please **INDICATE "0"** in the appropriate column.

If it is not possible to give the number of students in each program area, please give the total number of students who applied, who were accepted, and who were admitted/enrolled.

❑ **NOT APPLICABLE, OUR DEPARTMENT HAS NO FULL-TIME STUDENTS**

SUBFIELD	DOCTORAL PROGRAMS			MASTER'S PROGRAMS		
	APPLIED	ACCEPTED	ENROLLED	APPLIED	ACCEPTED	ENROLLED
Clinical						
Cognitive						
Counseling						
Developmental						
Educational						
Experimental						
General/Social/Personality						
Industrial-organizational						
Neuroscience/Physiological/ Comparative/Biopsychology						
Psychometrics/Quantitative						
School						
Other (Specify):						
Other (Specify):						
Other (Specify):						
TOTAL # OF INDIVIDUALS						

Q-34a Were the numbers (applicants, acceptances, enrollments) which you reported for the Fall of 1991 typical of other years?

- ❑ Typical.
- ❑ More than typical.
- ❑ Less than typical.

Q-35 During this same time period, Fall 1991, did you accept "extra" students in anticipation that some would leave the program?

- ❑ 1. **YES**...if yes, how many total? [ ]
- ❑ 2. **NO**

Q-36 How long does it take the average full-time student in your programs to earn the following degrees. Count years from receipt of the bachelor's degree to the receipt of the final graduate degree (whether Master's, Specialist or Doctorate).

[ ] Years from BA/BS to Terminal Master's degree

[ ] Years from BA/BS to Specialist degree

[ ] Years from BA/BS to Doctoral degree

Q-37 At which point in their graduate careers are students **MOST LIKELY** to **LEAVE** your program **PRIOR** to earning a degree at both the master's and doctoral levels (e.g., after the first year or second year, after failing the qualifying exams, etc.).

MASTER'S	DOCTORAL
_____	_____
_____	_____
_____	_____
_____	_____

Q-38 We are interested in your opinion as to the reasons behind student attrition (those who leave prior to completing their degree requirements) in your program over the past five years. Using the keys below, on the left, please rate each reason listed for MASTER'S STUDENTS. On the right, use the same key for DOCTORAL STUDENTS. Add and rate any additional reasons that we have left out in the spaces below.

MASTER'S STUDENTS						DOCTORAL STUDENTS				
NEVER A REASON	VERY RARELY A REASON	OCCASIONALLY A REASON	GENERALLY A REASON	VERY OFTEN A REASON		NEVER A REASON	VERY RARELY A REASON	OCCASIONALLY A REASON	GENERALLY A REASON	VERY OFTEN A REASON
○	○	○	○	○	Student unhappy with the program	○	○	○	○	○
○	○	○	○	○	Student unhappy with major professor(s) or supervisor(s)	○	○	○	○	○
○	○	○	○	○	Faculty-student personality conflict	○	○	○	○	○
○	○	○	○	○	Student unable to find a mentor	○	○	○	○	○
○	○	○	○	○	Student socially isolated from peers/lack of peer support	○	○	○	○	○
○	○	○	○	○	Student socially isolated from faculty/lack of faculty support	○	○	○	○	○
○	○	○	○	○	Student not academically strong enough to complete the program	○	○	○	○	○
○	○	○	○	○	Student not sufficiently motivated to complete program	○	○	○	○	○
○	○	○	○	○	Student not properly prepared for graduate study	○	○	○	○	○
○	○	○	○	○	Inappropriate selection (i.e., student not really suited to the program & should not have been accepted in the first place)	○	○	○	○	○
○	○	○	○	○	Student had "Bad attitude"—continuation not reinforced by faculty	○	○	○	○	○
○	○	○	○	○	Student did not develop satisfactory provider skills	○	○	○	○	○
○	○	○	○	○	Problems with thesis/dessertation proposal	○	○	○	○	○
○	○	○	○	○	Problems collecting data for thesis/dissertation	○	○	○	○	○
○	○	○	○	○	Problems with writing thesis/dissertation	○	○	○	○	○
○	○	○	○	○	Courses/experiences desired by student not available	○	○	○	○	○
○	○	○	○	○	Student did not find program challenging enough	○	○	○	○	○
○	○	○	○	○	Student's career interests shifted away from program	○	○	○	○	○
○	○	○	○	○	Student accepted a job	○	○	○	○	○
○	○	○	○	○	Student's goals not clear; student unsure of career direction	○	○	○	○	○
○	○	○	○	○	Student transferred to another graduate program	○	○	○	○	○
○	○	○	○	○	Physical illness or disability	○	○	○	○	○
○	○	○	○	○	Emotional or mental problems	○	○	○	○	○
○	○	○	○	○	Substance abuse	○	○	○	○	○
○	○	○	○	○	Homesickness	○	○	○	○	○
○	○	○	○	○	Student left to accompany spouse, family in move	○	○	○	○	○
○	○	○	○	○	Student left for relationship reasons (e.g., marriage, divorce)	○	○	○	○	○
○	○	○	○	○	Family demands conflict with program	○	○	○	○	○
○	○	○	○	○	External job responsibilities conflict with program	○	○	○	○	○
○	○	○	○	○	Insufficient personal financial resources	○	○	○	○	○
○	○	○	○	○	Financial support from program no longer available	○	○	○	○	○
○	○	○	○	○	Student dismissed for dishonest behavior	○	○	○	○	○
○	○	○	○	○	Student dismissed for unethical behavior	○	○	○	○	○
○	○	○	○	○	Other (specify):	○	○	○	○	○
○	○	○	○	○	Other (specify):	○	○	○	○	○
○	○	○	○	○	Other (specify):	○	○	○	○	○

Q-39 **(FOR DEPARTMENTS WITH DOCTORAL PROGRAMS):** We are interested in obtaining some preliminary information on attrition in graduate programs. First, indicate separately the number of **FULL-TIME DOCTORAL** students who entered your program in Fall 1985. Then indicate their current status in your program.

TOTAL NUMBER OF **DOCTORAL** STUDENTS WHO BEGAN FULL-TIME STUDY IN YOUR DOCTORAL PROGRAMS IN **FALL 1985** ..... ☐

Of these, how many:	Health Service Provider Subfield	Other Subfields in Psychology	*TOTAL
a. Have already been awarded a doctoral degree	☐	☐	☐
b. Are still enrolled in the program and working toward their doctoral degrees (e.g., taking classes, doing predoctoral internships, or working on a dissertation)	☐	☐	☐
c. Are **NOT** working toward the degree but have **NOT** formally left the program	☐	☐	☐
d. Have formally left the program without completing the doctorate	☐	☐	☐
e. Other (specify): _____	☐	☐	☐

Totals in column 3 should add up to total in first box at top of question.

Q-40 **(FOR DEPARTMENTS WITH MASTER'S PROGRAMS THAT ARE NOT PART OF A DOCTORAL PROGRAM BUT WHICH DO LEAD TO A TERMINAL MASTER'S DEGREE):** We are interested in obtaining some preliminary information on attrition in graduate programs. First, indicate separately the number of **FULL-TIME MASTER'S** students who entered your program in Fall 1988. Then indicate their current status in your program.

TOTAL NUMBER OF **MASTER'S** STUDENTS WHO BEGAN FULL-TIME STUDY IN YOUR MASTER'S PROGRAMS IN **FALL 1988** ..... ☐

Of these, how many:	Health Service Provider Subfield	Other Subfields in Psychology	*TOTAL
a. Have already been awarded a master's degree	☐	☐	☐
b. Are still enrolled in the program and working toward their master's degrees (e.g., taking classes, working on a thesis)	☐	☐	☐
c. Are **NOT** working toward the degree but have **NOT** formally left the program	☐	☐	☐
d. Have formally left the program without completing the master's	☐	☐	☐
e. Other (specify): _____	☐	☐	☐

Totals in column 3 should add up to total in first box at top of question.

Q-41 What programs/activities does your department use to increase the retention of graduate students?

_____

_____

_____

_____

Q-42 Is there an orientation program in your department for new graduate students?

- ❑ 1. YES
- ❑ 2. NO

If yes, is the program

- ❑ 1. **Required**
- ❑ 2. **Optional (what % participate? _____%)**

If yes, is the program planned by:

- ❑ 1. **Faculty**
- ❑ 2. **Other students**
- ❑ 3. **Both faculty and students**
- ❑ 4. **Other**

Q-43 What program or activity has proved to be most helpful in promoting student progress through your program (e.g., established program wide deadlines, reading about rules of conducting and writing dissertations, training grants lasting specific duration, etc.). _____

_____

_____

_____

_____

_____

_____

_____

Q-44 Please describe any programs/activities specifically geared toward the recruitment and retention of minority graduate students in your program? _____

_____

_____

_____

_____

_____

Q-45 How has the representation of minority students changed as a result of these programs/initiatives in your department or program? _____

_____

_____

_____

_____

_____

Q-46 What approaches would you suggest to UNDERGRADUATE advisors as they counsel their students about graduate school selection and graduate training that might improve retention at the graduate level? _____

_____

_____

_____

_____

_____

Thank You for Your Participation

Return completed form in enclosed envelope to:

ODEER APA
750 First Street, N.E.
Washington, D.C. 20002

APPENDIX B

Appendix Table B-1

Table B-1

Response Rates to the 1991-92 Survey of Graduate Departments of Psychology

	U.S. Departments					Canadian Departments		
	Doctoral		Master's		Total	Doctoral	Master's	Total
	Public	Private	Public	Private				
Number of departments in survey:	239	134	149	70	592	29	5	34
N (%) responding:[a]	189 (79%)	97 (72%)	100 (67%)	48 (69%)	434 (73%)	19 (66%)	5(100%)	24 (71%)
Department name:								
Psychology	140	73	126	51	390	26	5	31
	126 (90%)	61 (84%)	86 (68%)	36 (71%)	309 (79%)	16 (62%)	5(100%)	21 (68%)
Educational psychology	32	5	2	0	39	2	0	2
	23 (72%)	1 (20%)	0 (0%)	-	24 (62%)	2(100%)	-	2(100%)
Counseling psychology/ Counselor education	29	14	11	11	65	0	0	0
	20 (69%)	6 (43%)	10 (91%)	8 (73%)	44 (68%)	-	-	-
Human development	13	3	0	0	16	0	0	0
	7 (54%)	2 (67%)	-	-	9 (56%)	-	-	-
Professional school	5	30	0	1	36	0	0	0
	4 (80%)	21 (70%)	-	1(100%)	26 (72%)	-	-	-
Other[b]	20	9	10	7	46	1	0	1
	9 (45%)	6 (67%)	4 (40%)	3 (43%)	22 (48%)	1(100%)	-	1(100%)

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

[a] Refers to departments responding to the portion of the survey that addresses issues other than faculty salaries.

[b] This is a heterogeneous category that includes, for example, school psychology and interdisciplinary programs.

Addendum to the 1991-1992 Characteristics of Graduate Departments of Psychology

Sex and Race/Ethnicity of Graduate Students in U.S. and Canadian Graduate Departments of Psychology by Enrollment Status and Department Type

Sex and Race/Ethnicity of Doctoral Students Enrolled Full Time
In All U.S. Graduate Departments of Psychology: 1991-92

Sex	Race/Ethnicity[a]							
	White %	Black %	Hispanic %	Asian %	Native American %	Other %	Not Specified %	Total
Men N=	6,053	302	342	285	45	159	330	7,516
Row %	81%	4%	5%	4%	1%	2%	4%	100%
Column %	37%	30%	36%	36%	38%	43%	35%	37%
Women N=	10,313	689	597	509	75	208	603	12,994
Row %	79%	5%	5%	4%	1%	2%	5%	100%
Column %	63%	70%	64%	64%	62%	57%	65%	63%
Total N=	16,366	991	939	794	120	367	933	20,510
Row %	80%	5%	5%	4%	1%	2%	5%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 265 departments that responded to the survey and that reported demographic data on full-time doctoral students. Excluded from the analysis were 2,538 full-time doctoral students for whom demographic information was not available. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Sex and Race/Ethnicity of Doctoral Students Enrolled Full Time
In PUBLIC AND PRIVATE U.S. Graduate Departments of Psychology: 1991-92

Sex	Race/Ethnicity[a]							
	White %	Black %	Hispanic %	Asian %	Native American %	Other %	Not Specified %	Total
PUBLIC INSTITUTIONS								
Men N=	4,004	184	204	195	34	107	180	4,908
Row %	82%	4%	4%	4%	1%	2%	4%	100%
Column %	38%	29%	40%	37%	40%	40%	43%	37%
Women N=	6,661	444	309	331	52	158	241	8,196
Row %	81%	5%	4%	4%	1%	2%	3%	100%
Column %	62%	71%	60%	63%	60%	60%	57%	63%
Total N=	10,665	628	513	526	86	265	421	13,104
Row %	81%	5%	4%	4%	1%	2%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%
PRIVATE INSTITUTIONS								
Men N=	2,049	118	138	90	11	52	150	2,608
Row %	79%	5%	5%	3%	<1%	2%	6%	100%
Column %	36%	33%	32%	34%	32%	51%	29%	35%
Women N=	3,652	245	288	178	23	50	362	4,798
Row %	76%	5%	6%	4%	<1%	1%	8%	100%
Column %	64%	67%	68%	66%	68%	49%	71%	65%
Total N=	5,701	363	426	268	34	102	512	7,406
Row %	77%	5%	6%	4%	<1%	1%	7%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments IN 178 PUBLIC and 87 PRIVATE INSTITUTIONS that responded to the survey and that reported demographic data on full-time doctoral students. Excluded from the analysis were 2,538 full-time doctoral students for whom demographic information was not available. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Sex and Race/Ethnicity of Doctoral Students Enrolled Part Time
In All U.S. Graduate Departments of Psychology: 1991-92

Sex	Race/Ethnicity[a]							Total
	White %	Black %	Hispanic %	Asian %	Native American %	Other %	Not Specified %	
Men N=	471	39	30	9	3	3	158	713
Row %	66%	5%	4%	1%	<1%	<1%	22%	100%
Column %	35%	31%	41%	31%	30%	38%	34%	35%
Women N=	882	87	44	20	7	5	306	1,351
Row %	65%	6%	3%	1%	1%	<1%	23%	100%
Column %	65%	69%	59%	69%	70%	62%	66%	65%
Total N=	1,353	126	74	29	10	8	464	2,064
Row %	66%	6%	4%	1%	<1%	<1%	22%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 86 departments that responded to the survey and that reported demographic data on part-time doctoral students. Excluded from the analysis were 190 part-time doctoral students for whom demographic information was not available. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Sex and Race/Ethnicity of Doctoral Students Enrolled Part Time
In U.S. PUBLIC AND PRIVATE Graduate Departments of Psychology: 1991-92

Sex	Race/Ethnicity[a] White %	Black %	Hispanic %	Asian %	Native American %	Other %	Not Specified %	Total
PUBLIC INSTITUTIONS								
Men N=	278	18	9	5	3	3	67	383
Row %	73%	5%	2%	1%	1%	1%	17%	100%
Column %	33%	26%	43%	31%	30%	38%	36%	33%
Women N=	564	51	12	11	7	5	118	768
Row %	73%	7%	2%	1%	1%	1%	15%	100%
Column %	67%	74%	57%	69%	70%	62%	64%	67%
Total N=	842	69	21	16	10	8	185	1,151
Row %	73%	6%	2%	1%	1%	1%	16%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%
PRIVATE INSTITUTIONS								
Men N=	193	21	21	4	0	0	91	330
Row %	58%	6%	6%	1%	--	--	28%	100%
Column %	38%	37%	40%	31%	--	--	33%	36%
Women N=	318	36	32	9	0	0	188	583
Row %	55%	6%	5%	2%	--	--	32%	100%
Column %	62%	73%	60%	69%	--	--	67%	64%
Total N=	511	57	53	13	0	0	279	913
Row %	56%	6%	6%	1%	--	--	31%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments IN 54 PUBLIC AND 32 PRIVATE INSTITUTIONS that responded to the survey and that reported demographic data on part-time doctoral students. Excluded from the analysis were 190 part-time doctoral students for whom demographic information was not available. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Sex and Race/Ethnicity of Master's Students Enrolled Full Time
in All U.S. Graduate Departments of Psychology: 1991-92

Sex	Race/Ethnicity[a] White %	Black %	Hispanic %	Asian %	Native American %	Other %	Not Specified %	Total
Men N=	2,014	137	101	59	13	28	558	2,910
Row %	69%	5%	3%	2%	<1%	1%	19%	100%
Column %	30%	30%	37%	29%	30%	26%	32%	30%
Women N=	4,806	326	176	143	31	78	1,211	6,771
Row %	70%	5%	3%	2%	<1%	1%	18%	100%
Column %	70%	70%	63%	71%	70%	74%	68%	70%
Total N=	6,820	463	277	202	44	106	1,769	9,681
Row %	70%	5%	3%	2%	<1%	1%	18%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 253 departments that responded to the survey and that reported demographic data on full-time master's students. Excluded from the analysis were 2,952 full-time master's students for whom demographic information was not available. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Sex and Race/Ethnicity of Master's Students Enrolled Full Time
In U.S. PUBLIC AND PRIVATE Graduate Departments of Psychology: 1991-92

Sex	Race/Ethnicity[a] White %	Black %	Hispanic %	Asian %	Native American %	Other %	Not Specified %	Total
PUBLIC INSTITUTIONS								
Men N=	1,413	96	62	40	10	18	392	2,031
Row %	70%	5%	3%	2%	<1%	1%	19%	100%
Column %	30%	30%	37%	29%	30%	25%	33%	31%
Women N=	3,293	220	104	97	23	55	797	4,589
Row %	72%	5%	2%	2%	1%	1%	17%	100%
Column %	70%	70%	63%	71%	70%	75%	67%	69%
Total N=	4,706	316	166	137	33	73	1,189	6,620
Row %	71%	5%	3%	2%	<1%	1%	18%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%
PRIVATE INSTITUTIONS								
Men N=	601	41	39	19	3	10	166	879
Row %	68%	5%	5%	2%	<1%	1%	19%	100%
Column %	28%	29%	35%	29%	27%	30%	29%	29%
Women N=	1,513	106	72	46	8	23	414	2,182
Row %	69%	5%	3%	2%	<1%	1%	19%	100%
Column %	72%	71%	65%	71%	73%	70%	71%	71%
Total N=	2,114	147	111	65	11	33	580	3,061
Row %	69%	5%	4%	2%	<1%	1%	19%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments in 180 public and 73 private institutions that responded to the survey and that reported demographic data on full-time master's students. Excluded from the analysis were 2,952 full-time master's students for whom demographic information was not available. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Sex and Race/Ethnicity of Master's Students Enrolled Part Time in All U.S. Graduate Departments of Psychology: 1991-92

Sex	Race/Ethnicity[a] White %	Black %	Hispanic %	Asian %	Native American %	Other %	Not Specified %	Total
Men N=	1,545	92	70	39	5	23	431	2,205
Row %	70%	4%	3%	2%	<1%	1%	20%	100%
Column %	30%	31%	30%	30%	29%	29%	34%	30%
Women N=	3,678	209	164	90	12	56	835	5,044
Row %	73%	4%	3%	2%	<1%	1%	17%	100%
Column %	70%	69%	70%	70%	71%	71%	66%	70%
Total N=	5,223	301	234	129	17	79	1,266	7,249
Row %	72%	4%	3%	2%	<1%	1%	17%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 188 departments that responded to the survey and that reported demographic data on part-time master's students. Excluded from the analysis were 1,385 part-time master's students for whom demographic information was not available. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Sex and Race/Ethnicity of Master's Students Enrolled Part Time
In U.S. PUBLIC AND PRIVATE Graduate Departments of Psychology: 1991-92

Sex	Race/Ethnicity[a] White %	Black %	Hispanic %	Asian %	Native American %	Other %	Not Specified %	Total
PUBLIC INSTITUTIONS								
Men N=	1,040	58	43	24	5	9	309	1,488
Row %	70%	4%	3%	2%	<1%	1%	21%	100%
Column %	32%	31%	34%	32%	38%	31%	38%	33%
Women N=	2,200	128	84	50	8	20	513	3,003
Row %	73%	4%	3%	2%	<1%	1%	17%	100%
Column %	68%	69%	66%	68%	62%	69%	62%	70%
Total N=	3,240	186	127	74	13	29	822	4,491
Row %	72%	4%	3%	2%	<1%	1%	18%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%
PRIVATE INSTITUTIONS								
Men N=	505	34	27	15	0	14	122	717
Row %	70%	5%	4%	2%	0%	2%	17%	100%
Column %	25%	30%	25%	27%	0%	28%	27%	26%
Women N=	1,478	81	80	40	4	36	322	2,041
Row %	72%	4%	4%	2%	<1%	2%	16%	100%
Column %	75%	70%	75%	73%	100%	72%	73%	74%
Total N=	1,983	115	107	55	4	50	444	2,758
Row %	72%	4%	4%	2%	<1%	2%	16%	100%
Column %	100%	100%	100%	100%	100%	100%	100%	100%

Source: 1991-92 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by departments IN 127 PUBLIC AND 61 PRIVATE INSTITUTIONS that responded to the survey and that reported demographic data on part-time master's students. Excluded from the analysis were 1,385 part-time master's students for whom demographic information was not available. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.